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ABSTRACT

In 1990, a survey was conducted of alumni of the regional campuses (RC's) of Kent State University who received an associate degree in 1987, 1988, or 1989. Surveys were mailed to all 1,189 alumni, requesting information on their demographic characteristics, goals, education and employment experience, and satisfaction with the programs and services at the RC's. Study findings, based on a 30.5% response rate, included the following: (1) 66% of the respondents were female, 94% were white, 31% were between 31 and 40 years of age, 51% had been enrolled part time, and 89% were currently employed; (2) 24% of the respondents had enrolled at another college after completing their RC programs, though 48% indicated that their ultimate educational goal was to receive a bachelor's degree; (3) of the 189 respondents who evaluated the job preparation they received at the RC's, 32% gave the colleges an "excellent" rating, 39% said they had received "good" preparation, 24% felt they had gotten "adequate" preparation, and 5% felt their preparation was "inadequate"; (4) 92% of the respondents indicated that the ability to think critically was important in their current situation and, of these, 59% felt that the RC's had been effective in developing such skills; (5) engineering/technology, nursing, and business employed the largest percentages of alumni; (6) 76% of the alumni reported that their overall satisfaction with the RC's was "high" or "very high," although several respondents cited inadequacies in the career planning and career placement services; and (7) 20% of the respondents earned their associate degree in 2 years, while 33% took 3 years to complete their degree. Data tables, selected open-ended comments, and the survey instrument and cover letter are included. (JMC)

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REGIONAL CAMPUSES ALUMNI SURVEY OF 1987, 1988, AND 1989 ASSOCIATE DEGREE RECIPIENTS

KENT STATE UNIVERSITY
REGIONAL CAMPUSES
OFFICE OF ACADEMIC ASSESSMENT AND EVALUATION SERVICES

AUGUST 1990

JC 910 122

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ABSTRACT

TITLE:	REGIONAL CAMPUSES ALUMNI SURVEY OF 1987, 1988, AND 1989 ASSOCIATE DEGREE RECIPIENTS
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EXECUTIVE SUMMARY

The survey was conducted in the late spring of 1990. It was undertaken to assess the status of Regional Campuses' alumni and their reflections upon their educational experiences. The results address the effectiveness of academic and student services in preparing students for their future endeavors.

All of the 1,189 1987, 1988, and 1989 associate degree recipients of the Regional Campuses were mailed survey questionnaires. A 30.5% final response rate, which is significant for alumni research, was obtained. The respondents were representative of all Regional Campuses alumni with respect to gender, ethnic status, age, full-time/part-time status, campus attended, and year of graduation.

The five objectives of the survey and the and the resulting conclusions are as follows:

1. To gain information concerning the demographics and characteristics of Regional Campuses alumni

The alumni respondents share nearly identical characteristics with past and current Regional Campuses students; 66% of the respondents were female, nearly all identified themselves as caucasian, the largest number of respondents were in the 31-40 age range, and 51% of the respondents were primarily enrolled part-time. The largest proportion of respondents (33%) reported taking three years to complete their associate degrees; only 20% of the respondents completed their associate degrees in two years.

2. To gain information concerning Regional Campuses alumni goals and educational and employment experiences

Most of the alumni respondents reported obtaining an associate degree as their most important academic goal, preparing for a new career or improving knowledge, technical skills, and competencies in a current career as their most important career goal, meeting people as their most important social goal, and developing the ability to be independent, self-reliant, and adaptable as their most important personal development goal. Of the respondents, 48% ultimately wish to obtain a bachelor's degree. Nearly all respondents who have taken a certification or licensing exam in their field of study have passed that exam.

Nearly all of the respondents who transferred to another institution after graduating from the Regional Campuses (who were 24% of the total respondents) are now pursuing a bachelor's degree. These students attend a wide variety of institutions and the vast majority successfully transferred and applied Regional Campuses college credits to their additional studies.

The vast majority of the respondents were employed, most were employed full-time in their major field or a related area, and the majority were already employed in their current job prior to graduation. The greatest numbers of respondents indicated they were employed in the engineering/technology, nursing, business, clerical/secretarial, and accounting and related fields. Respondents found their employment through a variety of means. Most of the respondents felt that the Regional Campuses had given them excellent or good preparation for employment; respondent reported varied salary ranges.

3. To demonstrate how Regional Campuses alumni have developed competencies and attitudes as a result of their educational experiences and how these competencies and attitudes effect their future endeavors

The respondents were asked to indicate whether each of six competencies (thinking critically, applying knowledge from the major field to new problems, writing well, formulating creative and original ideas and solutions, and organizing and supervising the work of others) were necessary for success in their current situation and how helpful the Regional Campuses were in developing these competencies. The Regional Campuses were nearly always evaluated as effective or somewhat effective for each of these competencies.

4. To gather information which will enable the Regional Campuses to effectively evaluate academic and student support services

The respondents rated from very high to very low their satisfaction with each of the 25 academic and student services listed. Most of the responses were in the very high to high categories.

5. To determine additional alumni perceptions of the Regional Campuses

Many of the respondents chose to make additional comments concerning the Regional Campuses. These comments were divided into comments concerning the Regional Campuses in general, comments concerning specific technical programs, comments concerning specific student services, and comments concerning specific campuses. Although diverse, the comments tended to be quite favorable. Many respondents did discuss inadequacies with career planning and placement services.

It should be noted that this study generally reflects a quite positive evaluation of the Regional Campuses experience on the part of their alumni. Seventy-six percent of the respondents reported their overall satisfaction with the Regional Campuses as very high or high. The characteristics of the alumni tended to appear as expected and the evaluation of basic and higher order skills obtained, the evaluation of academic and student support services, and the additional comments appeared generally favorable. The following results appear to be of some significance:

1. Only 20% of the respondents completed their associate degrees in two years. The largest proportion of respondents took three years to complete their degrees and a significant proportion took more than five years. This suggests that the popular notion of the associate degree as a "two year degree" requires redefinition.

2. Among the academic and student services evaluated by the alumni, minority student services, career placement, and food services had a mean rating above (less favorable than) three on the five point scale. This suggests further attention needs to be given to these services, especially to career placement, which was further cited as inadequate within several of the additional comments.

3. A number of issues were cited as important among the additional comments as pertaining to specific technical programs and specific campuses.

I. STUDY DESCRIPTION

A. Background

This study was undertaken by the Regional Campuses Office of Academic Assessment and Evaluation Services as a result of a need to know more about KSU Regional Campuses alumni. The study represents a detailed analysis of the responses of the Regional Campuses Alumni Survey, which was sent to the 1,189 1987, 1988, and 1989 KSU Regional Campuses AA, AAB, AAS, AS, and ATS associate degree recipients. The purpose of the survey was to develop a framework for institutional self-analysis that would assist the Regional campuses in improving academic and student services for future students. While various alumni surveys have been conducted in the past within the Regional Campuses in response to specific information needs, this will be the first attempt to present alumni information in a comprehensive way on an overall Regional Campuses system level. This study was, therefore, designed to serve two purposes: 1) first, to make it possible to identify individual respondents by campus, major, and year of graduation, and 2) second, to establish a benchmark for comparison purposes with future alumni studies.

B. Objectives of the Study

This study sought to meet the following six objectives:

-To gain information concerning the demographics and characteristics of Regional Campuses alumni

-To gain information concerning Regional Campus alumni educational and employment experiences

-To demonstrate how Regional Campuses alumni have developed competencies and attitudes as a result of their educational experiences and how they may apply these competencies and attitudes within their future endeavors

-To gather information that will enable the Regional Campuses to effectively evaluate academic and student support services

-To determine additional alumni perceptions of the Regional Campuses

C. Study Design

In order to address the objectives outlined above, a multi-stage survey design process was developed. First, existing two-year and four-year alumni survey instruments were reviewed. The Kent Campus Office of Academic Assessment and Evaluation Services, which simultaneously developed and administered a 1987 Alumni Survey of Baccalaureate Degree Recipients was consulted. Second, a draft survey was reviewed by the Vice Provost for Regional Campuses, Dean for Academic Affairs, Regional Campus Deans, and Coordinators of Career Planning and Placement. The survey was modified as a result of the comments of these reviewers. Third, the survey was pilot tested by a group of Regional Campus alumni. A computer scannable answer sheet was included with the final version of the survey, allowing for more efficient analysis and the individual identification of respondents. An open-ended answer sheet was also developed, upon which respondents included their social security numbers, Regional Campuses major at the time of graduation, current job title, current job responsibilities, and any additional comments. Answer sheets were coded after they were received, making it possible to develop profiles and analyze sub-groups of the respondents. Reminder postcards were sent to survey recipients who had not returned their surveys as of the deadline of two weeks after receipt of the survey.

D. Sampling

In view of the fact that addresses were available for each of the 1,189 1987, 1988, and 1989 associate degree recipients, it was decided to send surveys to all of them. The survey of the entire population was necessary for three reasons: 1) to ensure an adequate overall response rate, 2) to ensure the accuracy of the data at the Regional Campus system level, and 3) to gain accurate population proportions by campus, major, and graduation year.

E. Analyses

Results of the survey were analyzed by determining the distribution of answers among all respondents. Responses to demographic items were compared to the analogous information for current Regional campus students or recent alumni in order to determine if the survey responses were truly representative of all recent alumni. Several responses were analyzed by campus. Open-ended responses were analyzed by searching for common responses and noting the frequencies of these comments. Survey results are presented in Section II. Frequency distributions of responses to each of the questions are presented with a copy of the survey in Appendix I. Of the 1,178 surveys mailed, 110 or 9.3% were undeliverable due to incorrect addresses. Of the 1,068 deliverable surveys sent out, 326 or **30.5%** were returned and analyzed. This represents a significant response rate for alumni survey research and compares favorably with the 23% response rate of the concurrent Kent Campus Alumni Survey.

II. SURVEY RESULTS

A. Demographics and Characteristics of the Respondents

The survey respondents composition by gender was 66% (214) female and 34% (112) male. This does not differ significantly from the current and recent gender profiles of Regional Campus students; during the Spring 1990 Semester the gender profile for all enrolled students was 62% female and 38% male.

The vast majority of the respondents (94% or 307) identified themselves as caucasian. The remainder of the respondents identified themselves as African American (3% or 10), or Native American (2% or 7). Again this does not differ significantly from the current and recent ethnic profiles of Regional Campuses students; during the Spring 1990 Semester the ethnic profile for all enrolled students was 97.5% caucasian, 2% African American, and less that 1% Asian American, Hispanic, and Native American.

As **Table 1** indicates, there was a wide distribution of responses among the age categories. Large numbers of respondents reported being in the 31-40 age range (31% or 102). The next most frequent numbers of respondents reported themselves as being in the 23-25 (19% or 61) and 41-50 (19% or 62) age ranges. Still fewer respondents reported their age range as 26-30 (16% or 53). While the low age range (18-22) appears to be underrepresented in comparison to currently enrolled Regional Campuses students intending to obtain an associate degree, the Chi-Square Goodness-of-Fit Test shown in Table 1 shows this difference not to be significant. This discrepancy may also be accounted for by the fact that a few years have passed between when the respondents were enrolled and the present.

A slight majority (51% or 166) of the respondents indicated that they were primarily enrolled part-time while they attended the Regional Campuses. This is similar to the 54.3% of students who were enrolled part-time during the Spring 1990 Semester. Slightly less than one-half (37% or 154) of the respondents reported they were primarily enrolled full-time between 12 and 18 credit hours per semester; this compares to 44.9% of Spring 1990 Semester students enrolled for between 12 and 18 credit hours. Only 1% or 3 of the respondents reported being primarily enrolled for 19 or more credit hours per semester; this compares to 0.8% of Spring 1990 Semester students enrolled for 19 or more credit hours.

As **Table 2** shows, a good mixture of responses was received from alumni from each of the campuses. The accompanying Chi-Square Goodness-of-Fit Test analysis shows that the proportion of respondents from each campus is not significantly different than the proportion of all Regional Campus graduates over the same time period.

There was valid representation among the responses from each of the three years of alumni surveyed; 31% (101) of the responses were from 1987 alumni, 27% (89) of the responses were from 1988 alumni, and 39% (128) of the responses were from 1989 alumni. This is presented in **Table 3**. The accompanying Chi-Square Goodness-of-Fit Test again shows that the proportions of responses received from alumni of each year were not significantly different from the proportion of total alumni over the three years.

The greatest proportion of all respondents (33% or 106) reported that it took them three years to complete their associate degree. 20% or 66 of the respondents reported that they completed their degree in two years. Large numbers of students took considerably longer to complete their studies. This information is presented by campus in **Table 4** and in aggregate in **Figure 1**. Only at the Ashtabula and Salem Campuses did the greatest proportion of respondents complete their associate degrees in two years. A considerable proportion of the respondents graduating from the Geauga took more than five years to complete their associate degrees.

B. Student Goals, Degree Aspirations, and Licensing Exam Information

The majority of the respondents (67% or 219) said that the most important academic goal that they had achieved was obtaining an associate degree. Other responses for the most important academic goal were mixed between completing the courses necessary to increase knowledge and understanding in an academic field (15% or 48) and completing courses necessary for transfer to another educational institution (14% or 45).

Preparing for a new career and improving knowledge, technical skills, or competencies in the current career were the most frequently given important career preparation goals at 41% or 135 and 37% or 122 respectively. Increasing their chances for a raise or promotion was listed as the most important career goal by 10% or 33 of the respondents.

The greatest proportion of the respondents (40% or 129) listed their most important social or cultural participation goal as other than those listed or not sure. Among those respondents who did list an important social and cultural participation goal, meeting people was listed by 29% or 96 of the respondents, and getting to know people who think and feel differently than they do was listed by 20% or 64.

To develop the ability to be independent, self-reliant, and adaptable was listed as the most important personal development and enrichment goal by 44% or 144 of the respondents. To learn skills that will enrich their lives or make them more complete people was the most important goal for 26% or 85. To increase self-confidence was listed by 12% or 39 of the respondents.

The largest proportion of the respondents (48% or 156) indicated that they ultimately wish to obtain a bachelor's degree. A master's degree is the ultimate goal of 23% or 75 of the respondents. 22% or 71 of the respondents said that they did not plan to continue their education at the time they responded to the survey. Only 2% or 5 of the respondents wished that they eventually wished to obtain another associate degree as their highest degree.

The largest number of respondents (36% or 116) said that they were not aware of a licensing or certification exam in their field of study. An additional 26% or 84 indicated that they had not taken such an exam and did not plan to in the future. 21% or 70 of the respondents have taken a licensing or certification exam in their subject area and passed it; 1% or 2 of the respondents took such an exam and did not pass it; 16% or 53 have not taken a licensing or certification exam, but plan to do so in the future. This information is further presented by campus in **Table 5**. The results are not widely different between campuses.

Transfer Student Information

Most of the survey respondents (68% or 222) had not attended any other institution from which they transferred credits **before** they attended the Regional Campuses. 31% or 100 of the respondents did so.

Students who transferred between 1 and 9 semester credit hours to the Regional Campuses were 29 or 27% of all who transferred in; 25 or 23% transferred in 10-18 credit hours; 14 or 13% transferred in 19-27 hours, 16 or 15% transferred in 28-36 hours; and 24 or 22% transferred in more than 36 hours.

Less than one-fourth (24% or 77) of the respondents said they have enrolled at another college **after** completing their programs at the Regional Campuses; 73% or 239 said they had not enrolled at another college.

The mixture of institutions to which the Regional Campuses alumni have moved is quite diverse. 29% or 27 of the respondents who have continued their education at another institution have attended a public four-year college (not including the KSU Kent Campus); 19% or 18 have moved onto a private college or university; 18% or 17 have continued on at the KSU Kent Campus; 17% or 16 have gone to the same or another Regional campus for a different program; 7.5% or 7 have gone onto a vocational/technical school, school of nursing, trade school, or business school. This information is presented in **Figure 2.**

Of those respondents continuing their education at another institution, 77% (72) are seeking a bachelor's degree, 14% (13) are not seeking a degree, and 9% (9) are seeking another associate degree.

Most of the respondents continuing at another institution felt that the Regional Campuses had given them excellent or good preparation for their additional college work (33% or 30 and 39% or 36, respectively). 25% or 23 of the respondents said their preparation for additional college work was adequate. This information is presented by campus in **Table 6** and in aggregate in **Figure 3.** A larger proportion of the respondents graduating from the Geauga and Stark Campuses felt they had received excellent or good preparation for additional college work than at the other campuses.

The majority of the respondents who tried to transfer Regional Campus college credits to their additional college work (89% or 67) found that those credits were accepted and were able to apply them to their continued studies. 11% or 8 students found that their Regional Campus credits were not accepted or did not apply.

Employment Information

The vast majority of the respondents (89% or 291) indicated that they were employed. Additionally, 3% (10) were unemployed, but seeking employment; 5% (15) were unavailable for employment because they were continuing their studies; and 3% (9) were otherwise unavailable for employment. This information is presented in **Figure 4.**

Most of the respondents who indicated that they were employed, said they were employed full-time in their major or a related field (68% or 201). 19% or 55 were employed full-time in an unrelated field. Further, 8% or 24 were employed part-time in their major or a related field and 5% or 14 were employed part-time in an unrelated field.

Of the respondents who indicated that they were employed, 51% (153) had jobs which continued after they completed their programs, 21% (62) obtained a job just prior to graduation, 14% (43) obtained a job less than four months after graduation, and 14% (40) took more than four months after graduation to obtain a job.

Considering the respondents who found employment at the time of or following graduation, 39% (63) found that employment through direct application to the employer, 21% (34) found employment through a newspaper advertisement, 14% (22) found their employment as a result of the Regional Campuses career planning and placement services or a professor. The remaining 26% (43) found their employment through other means such as friends or relatives, civil service applications, or professional periodicals.

Of the 58% (189) of the total respondents who answered the question concerning how well the Regional Campuses prepared them for their first job after graduation, 32% (61) said the Regional campuses had given them excellent preparation, 39% (73) said they had received good preparation, 24% (45) felt they had gotten adequate preparation, and 5% (10) replied that their preparation was inadequate. This information is further illustrated by campus in **Table 7** and in aggregate in **Figure 5**.

83% or 270 of the respondents chose to answer the question concerning their annual salary in their current job. Of these respondents, 5% (15) were in the less than $6,000 annual salary range, 13% (35) were in the $6,000-$11,999 range, 22% (60) reported being in the $12,000-$17,999 range, 20% (54) were in the $18,000-$23,999 range, 21% (56) were in the $24,000-$29,999 range, 11% (29) were in the $30,000-$35,999 range, and 8% (21) were in the $36,000 and above range. This information is illustrated in **Figure 6**.

C. Evaluation of Basic and Higher Order Skills Attained

The ability to think critically was considered important to their current situation by 92% (299) of the respondents. Of these, 59% (176) felt the Regional Campuses had been effective in developing this competency, 37% (111) felt the Regional campuses had been somewhat effective in developing this competency, and 4% (12) felt the Regional campuses had not been effective in developing this competency.

Applying knowledge from the major field of study to new problems was considered important to their current situation by 84% (274) of the respondents. 63% (173) felt the Regional Campuses had been effective in developing this competency, 35% (95) somewhat effective, and 2% (6) not effective.

Of the 78% (253) of the respondents feeling that the ability to write well is important for their current situation, 63% (159) of this group felt the Regional Campuses had been effective in developing this competency, 32% (80) felt they had been somewhat effective, and 5% (14) felt they had not been effective.

The ability to formulate creative and original ideas and solutions was deemed important by 82% (267) of the respondents. Among this group, it was felt that the Regional Campuses had been effective in developing this competency by 49% (132), somewhat effective in developing this competency by 44% (118), and not effective in developing this competency by 6% (17).

91% (298) of the respondents agreed that the ability to speak and to listen well was necessary for success in their current situation. Within this group, 53% (157) felt the Regional Campuses had been effective in developing this competency, 44% (132) felt they had been somewhat effective, and 3% (9) felt they had not been effective.

Nearly three-fourths (74% or 240) of the respondents thought that the ability to organize and supervise the work of others was necessary in their current endeavors. Of this group, 45% (108) agreed that the Regional Campuses had been effective in developing this competency, 42% agreed that they had been somewhat effective, and 13% (31) agreed that they had not been effective.

The information on basic and higher order skills attained is further presented in **Table 8**.

Evaluation of Academic and Student Services

The respondents were asked to rate their satisfaction with 25 academic and student services and other characteristics of the Regional Campuses. The results are as follows:

Admissions	29%	Very High
	45%	High
	21%	Moderate
	2%	Low
	1%	Very Low
	2%	Did Not Respond
Financial Aid	18%	Very High
	17%	High
	13%	Moderate
	5%	Low
	4%	Very Low
	43%	Did Not Respond
Fee Payment	17%	Very High
	35%	High
	21%	Moderate
	2%	Low
	2%	Very Low
	23%	Did Not Respond
Skills/Tutoring Center	11%	Very High
	21%	High
	13%	Moderate
	3%	Low
	2%	Very Low
	50%	Did Not Respond
Registration	25%	Very High
	43%	High
	24%	Moderate
	5%	Low
	2%	Very Low
	1%	Did Not Respond

Academic Advising	27%	Very High
	29%	High
	21%	Moderate
	10%	Low
	4%	Very Low
	9%	Did Not Respond
Minority Student Services	1%	Very High
	3%	High
	6%	Moderate
	3%	Low
	2%	Very Low
	85%	Did Not Respond
Career Planning	5%	Very High
	13%	High
	17%	Moderate
	6%	Low
	5%	Very Low
	54%	Did Not Respond
Career Placement	3%	Very High
	8%	High
	13%	Moderate
	8%	Low
	9%	Very Low
	59%	Did Not Respond
Parking	21%	Very High
	30%	High
	22%	Moderate
	10%	Low
	6%	Very Low
	11%	Did Not Respond
Personal Counseling	13%	Very High
	16%	High
	11%	Moderate
	8%	Low
	3%	Very Low
	49%	Did Not Respond

Student Activities	7%	Very High
	16%	High
	21%	Moderate
	3%	Low
	2%	Very Low
	51%	Did Not Respond
Library Services	25%	Very High
	41%	High
	19%	Moderate
	2%	Low
	1%	Very Low
	12%	Did Not Respond
Veterans Services	4%	Very High
	6%	High
	7%	Moderate
	2%	Low
	1%	Very Low
	80%	Did Not Respond
Computer Laboratories	20%	Very High
	30%	High
	18%	Moderate
	7%	Low
	0%	Very Low
	25%	Did Not Respond
Buildings and Grounds	26%	Very High
	42%	High
	19%	Moderate
	2%	Low
	1%	Very Low
	10%	Did Not Respond
Student Employment	9%	Very High
	8%	High
	10%	Moderate
	3%	Low
	3%	Very low
	67%	Did Not Respond

Food Service	6%	Very High
	16%	High
	20%	Moderate
	12%	Low
	8%	Very Low
	38%	Did Not Respond
Quality of Instruction in Liberal Education Requirement (LER) Courses	20%	Very High
	43%	High
	21%	Moderate
	0%	Low
	1%	Very Low
	15%	Did Not Respond
Quality of Instruction in Your Major	37%	Very High
	43%	High
	13%	Moderate
	4%	Low
	1%	Very Low
	2%	Did Not Respond
Attitude of Faculty Towards Students	33%	Very High
	45%	High
	15%	Moderate
	3%	Low
	1%	Very Low
	3%	Did Not Respond
Attitude of Student Affairs Staff Towards Students	10%	Very High
	21%	High
	17%	Moderate
	3%	Low
	1%	Very Low
	48%	Did Not Respond

Accessibility of the Campus Dean and Assistant Dean	16%	Very High
	23%	High
	18%	Moderate
	2%	Low
	2%	Very Low
	39%	Did Not Respond
Regional Campuses' Concern for You as a Person	22%	Very High
	34%	High
	23%	Moderate
	8%	Low
	3%	Very Low
	10%	Did Not Respond
Overall Satisfaction with the Regional Campuses	33%	Very High
	43%	High
	18%	Moderate
	2%	Low
	1%	Very Low
	3%	Did Not Respond

This information is further presented by campus in **Table 9 through Table 33**. The mean score for each of these services on the 1 (very high) through five (very low) scale is presented by campus in **Table 34**.

D. Open-Ended Comments

It was requested of the respondents by way of the supplemental answer sheet to list their major at the time that they graduated from the Regional Campuses, to list their present job title and job duties, and to give any other statements they wished regarding the Regional Campuses.

Respondents' occupational areas were categorized with the aid of the job duties listed by the respondents and are presented as **Table 35**. The greatest numbers of respondents reported employment in the engineering/ technology, nursing, business, secretarial/clerical, and accounting and related fields.

The additional comments were analyzed by searching for common themes and noting the frequencies of statements. This analysis led to the formation of the following categories: comments concerning the Regional Campuses in general, comments concerning specific technical programs, comments concerning specific student services, and comments about specific campuses. A representative sample of these comments is included as **Appendix B**. Please note that these comments were recorded verbatim, reflecting any grammatical errors which may have been included.

Most of the comments concerning the Regional Campuses in general were quite positive and tended to deal with the high quality of instruction offered, the reasonable cost, and the benefit of small class size. The negative comments focused upon the (little) value of the associate degree, difficulties involving bureaucracy, the time required to obtain an associate degree, the need for faculty to become more involved with students, and the problems involved in "transfer" to the Kent Campus.

Comments concerning specific technical programs again tended to be favorable; several concerned the benefit of the programs in helping students to obtain employment. Many respondents suggested specific curricular changes. The negative comments, conversely, tended to deal with the inadequacy of some of the programs in preparing graduates for employment.

Several respondents discussed inadequacies in career planning and career placement services. One respondent discussed poor academic advising as it pertained to the relationship between the associate degree business management technology and baccalaureate degree business administration programs.

The comments concerning specific campuses were again largely favorable. While the responses were quite varied, positive comments dealt with the caring attitudes of the faculty and staff, easy accessibility, and the high quality of instruction. Negative comments focused on the poor attitudes and inefficiency of some of the office staff, inadequate laboratories, parking, class scheduling, orientation/advising, and career planning and placement.

TABLE 1
AGES OF RESPONDENTS

AGE RANGE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
18-22	9	4%	9	4%
23-25	61	20%	70	24%
26-30	53	17%	123	41%
31-40	102	33%	225	74%
41-50	62	20%	287	94%
51-60	15	5%	302	99%
Over 60	4	1%	306	100%

Chi-Square Goodness-of-Fit Test

AGE RANGE	RESPONDENTS	ALL RC TECH. MAJORS	R-A	R-A2	(R-A)2 / A
18-22	.04	.31	-.27	.073	.2355
23-25	.20	.11	.09	.008	.0727
26-30	.17	.17	.00	.000	.0000
31-40	.33	.28	.05	.003	.0011
41-50	.20	.11	.09	.008	.0727
51-60	.05	.02	.03	.009	.0450
Over 60	.01	.00	.01	.000	.0000
					.4270

$X2 = \frac{326}{100}(.427)$ $X2 = 1.047$ $.95X2 = 12.59$ $p > .05$

TABLE 2
CAMPUS ATTENDED BY RESPONDENTS

CAMPUS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Ashtabula	47	14%	47	14%
East Liv.	46	14%	93	28%
Geauga	13	4%	106	32%
Salem	47	14%	153	46%
Stark	29	9%	182	55%
Trumbull	71	22%	253	77%
Tuscarawas	71	22%	324	99%

Chi-Square Goodness-of-Fit Test

CAMPUS	RESPONDENTS	ALL RC GRADS	R-A	(R-A)2	(R-A)2 / A
Ashtabula	.14	.15	-.01	.0001	.0007
East Liv.	.14	.14	.00	.0000	.0000
Geauga	.04	.02	.02	.0004	.0200
Salem	.14	.11	.03	.0009	.0082
Stark	.09	.14	-.05	.0025	.0176
Trumbull	.22	.22	.00	.0000	.0000
Tuscarawas	.22	.22	.00	.0000	.0000
					.0468

$X2 = \frac{324}{100}(.0468)$ $X2 = 0.1515$ $.95X2 = 12.59$ $p > .05$

TABLE 3
GRADUATION YEAR OF RESPONDENTS

YEAR	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
1987	101	31%	101	31%
1988	89	27%	190	58%
1989	128	39%	318	97%

Chi-Square Goodness-of-Fit Test

YEAR	RESPONDENTS	ALL RC GRADS	R-A	(R-A)2	(R-A)2 / A
1987	.31	.36	-.05	.0025	.0069
1988	.27	.33	-.06	.0036	.0109
1989	.39	.31	.08	.0064	.0207
					.0385

$X2 = \frac{318}{100}(0.0385)$ $X2 = 0.1224$ $.95X2 = 5.99$ $p > .05$

TABLE 4

LENGTH OF TIME TO ASSOCIATE DEGREE BY CAMPUS

Time	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
One Year	2.13%	2.17%	0.00%	2.13%	6.90%	2.82%	0.00%
Two Years	31.91%	17.39%	7.69%	44.68%	17.24%	5.63%	16.90%
Three Years	25.53%	41.30%	38.46%	29.79%	17.24%	38.03%	33.80%
Four Years	12.77%	23.91%	15.38%	10.64%	24.14%	15.49%	21.13%
Five Years	14.89%	6.52%	7.69%	2.13%	13.79%	15.49%	16.90%
More Than Five Years	12.77%	8.70%	30.77%	10.64%	20.69%	22.54%	11.27%

TABLE 5

RESULTS OF CERTIFICATION/LICENSING EXAMS
BY CAMPUS

Result	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Yes, I have taken and passed an exam	29.79%	41.30%	7.69%	27.66%	10.34%	7.04%	21.13%
Yes, I have taken an exam but do not yet know the results	2.13%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Yes, I have taken an exam but did not pass	0.00%	0.00%	0.00%	2.13%	0.00%	0.00%	1.41%
No, I have not taken any exams but plan to do so	19.15%	15.22%	7.69%	17.02%	24.14%	9.86%	19.72%
No, and I do not plan to take any	27.66%	15.22%	30.77%	21.28%	27.59%	30.99%	28.17%
I am not aware of any licensing/certification exam in my field of study	21.28%	28.26%	53.85%	31.91%	37.93%	52.11%	29.58%

TABLE 6

ADEQUACY OF REGIONAL CAMPUS PREPARATION OF STUDENTS FOR ADDITIONAL COLLEGE WORK BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Excellent	36.36%	18.18%	16.67%	38.46%	57.14%	10.53%	47.06%
Good	18.18%	36.36%	66.67%	38.46%	35.71%	42.11%	41.18%
Adequate	36.36%	36.36%	16.67%	23.08%	7.14%	42.11%	11.76%
Inadequate	9.09%	9.09%	0.00%	0.00%	0.00%	0.00%	0.00%
Very Inadequate	0.00%	0.00%	0.00%	0.00%	0.00%	5.26%	0.00%

TABLE 7

ADEQUACY OF REGIONAL CAMPUS PREPARATION OF STUDENTS FOR EMPLOYMENT BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Excellent	26.67%	11.90%	8.33%	28.57%	19.05%	13.43%	27.69%
Good	26.67%	40.48%	16.67%	26.19%	9.52%	13.43%	27.69%
Adequate	20.00%	23.81%	8.33%	19.05%	9.52%	4.48%	18.46%
Inadequate	4.44%	7.14%	0.00%	0.00%	0.00%	2.99%	4.62%
Not Applicable	22.22%	16.67%	66.67%	26.19%	61.90%	65.67%	21.54%

TABLE 8
EVALUATION OF BASIC AND
HIGHER ORDER SKILLS ATTAINED
THROUGH THE REGIONAL CAMPUSES

COMPETENCY	EFFECTIVE		SOMEWHAT EFFECTIVE		NOT EFFECTIVE	
Critical Thinking	176	59%	111	37%	12	4%
Applying Knowledge From Major	173	63%	95	35%	6	2%
Writing Well	159	63%	80	32%	14	5%
Formulating Creative And Original Ideas and Solutions	132	49%	118	44%	17	6%
Speaking and Listen Well	157	53%	132	44%	9	3%
Organizing and Supervising Work of Others	108	45%	100	42%	31	13%

TABLE 9

EVALUATION OF ADMISSIONS BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	28.89%	18.18%	41.67%	36.17%	41.38%	26.09%	32.86%
High	35.56%	43.18%	41.67%	48.94%	55.17%	44.93%	48.57%
Moderate	28.89%	34.09%	16.67%	12.77%	0.00%	26.09%	18.57%
Low	4.44%	4.55%	0.00%	2.13%	3.45%	1.45%	0.00%
Very Low	2.22%	0.00%	0.00%	0.00%	0.00%	1.45%	0.00%

TABLE 10

EVALUATION OF FINANCIAL AID BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	37.14%	34.29%	25.00%	36.00%	25.00%	40.63%	19.05%
High	22.86%	22.86%	75.00%	28.00%	58.33%	25.00%	30.95%
Moderate	22.86%	25.71%	0.00%	20.00%	8.33%	18.75%	33.33%
Low	2.86%	17.14%	0.00%	4.00%	8.33%	12.50%	9.52%
Very Low	14.29%	0.00%	0.00%	12.00%	0.00%	3.13%	7.14%

TABLE 11

EVALUATION OF FEE PAYMENT BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	27.03%	10.26%	16.67%	17.14%	32.00%	24.49%	25.45%
High	29.73%	41.03%	58.33%	48.57%	56.00%	48.98%	45.45%
Moderate	29.73%	41.03%	25.00%	34.29%	4.00%	24.49%	23.64%
Low	2.70%	5.13%	0.00%	0.00%	8.00%	0.00%	3.64%
Very Low	10.81%	2.56%	0.00%	0.00%	0.00%	2.04%	1.82%

TABLE 12

EVALUATION OF SKILLS/TUTORING CENTER BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	16.00%	20.83%	25.00%	22.22%	25.00%	22.50%	24.24%
High	40.00%	16.67%	50.00%	38.89%	41.67%	50.00%	48.48%
Moderate	40.00%	41.67%	12.50%	22.22%	33.33%	22.50%	21.21%
Low	0.00%	12.50%	0.00%	11.11%	0.00%	5.00%	6.06%
Very Low	4.00%	8.33%	12.50%	5.56%	0.00%	0.00%	0.00%

TABLE 13

EVALUATION OF REGISTRATION BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	25.53%	15.22%	46.15%	30.43%	46.43%	20.29%	21.43%
High	34.04%	36.96%	38.46%	45.65%	42.86%	49.28%	45.71%
Moderate	31.91%	41.30%	15.38%	23.91%	10.71%	24.64%	18.57%
Low	6.38%	6.52%	0.00%	0.00%	0.00%	2.90%	10.00%
Very Low	2.13%	0.00%	0.00%	0.00%	0.00%	2.90%	4.29%

TABLE 14

EVALUATION OF ACADEMIC ADVISING BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	30.43%	18.92%	9.09%	31.82%	37.04%	31.67%	35.38%
High	28.26%	16.22%	27.27%	36.36%	44.44%	33.33%	35.38%
Moderate	26.09%	37.84%	36.36%	20.45%	14.81%	16.67%	20.00%
Low	8.70%	21.62%	18.18%	6.82%	3.70%	15.00%	6.15%
Very Low	6.52%	5.41%	9.09%	4.55%	0.00%	3.33%	3.08%

TABLE 15

EVALUATION OF MINORITY STUDENTS SERVICES BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	11.11%	0.00%	0.00%	0.00%	0.00%	22.22%	7.14%
High	11.11%	12.50%	50.00%	33.33%	20.00%	44.44%	7.14%
Moderate	55.56%	50.00%	0.00%	20.00%	33.33%	11.11%	21.43%
Low	11.11%	37.50%	0.00%	33.33%	20.00%	11.11%	21.43%
Very Low	11.11%	0.00%	0.00%	33.33%	40.00%	11.11%	7.14%

TABLE 16

EVALUATION OF CAREER PLANNING BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	12.50%	17.39%	0.00%	13.64%	18.18%	7.69%	8.11%
High	12.50%	21.74%	0.00%	36.36%	9.09%	19.23%	51.35%
Moderate	41.67%	39.13%	33.33%	31.82%	45.45%	50.00%	24.32%
Low	25.00%	17.39%	50.00%	4.55%	18.18%	11.54%	5.41%
Very Low	8.33%	4.35%	16.67%	13.64%	9.09%	11.54%	10.81%

TABLE 17

EVALUATION OF CAREER PLACEMENT BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	2.78%
High	5.56%	20.00%	0.00%	11.11%	12.50%	16.67%	38.89%
Moderate	33.33%	36.00%	25.00%	27.78%	37.50%	37.50%	25.00%
Low	16.67%	20.00%	25.00%	22.22%	0.00%	33.33%	11.11%
Very Low	38.89%	16.00%	50.00%	22.22%	37.50%	12.50%	19.44%

TABLE 18

EVALUATION OF PARKING BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	31.71%	7.14%	36.36%	20.93%	40.00%	29.51%	20.00%
High	43.90%	4.76%	36.36%	30.23%	28.00%	31.15%	50.77%
Moderate	17.07%	26.19%	27.27%	27.91%	28.00%	27.87%	21.54%
Low	7.32%	30.95%	0.00%	18.60%	4.00%	4.92%	4.62%
Very Low	0.00%	30.95%	0.00%	2.33%	0.00%	6.56%	3.08%

TABLE 19

EVALUATION OF PERSONAL COUNSELING BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	25.08%	23.08%	20.00%	20.00%	50.00%	32.43%	16.67%
High	26.92%	15.38%	60.00%	36.00%	20.00%	27.03%	50.00%
Moderate	26.92%	15.38%	0.00%	32.00%	10.00%	27.03%	16.67%
Low	15.38%	34.62%	20.00%	8.00%	10.00%	10.81%	13.69%
Very Low	7.69%	11.54%	0.00%	4.00%	10.00%	2.70%	2.78%

TABLE 20

EVALUATION OF STUDENT ACTIVITIES BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	30.43%	10.00%	0.00%	12.00%	18.18%	15.63%	10.26%
High	30.43%	15.00%	57.14%	36.00%	18.18%	40.63%	33.33%
Moderate	34.78%	55.00%	28.57%	40.00%	54.55%	34.38%	48.72%
Low	0.00%	15.00%	14.29%	8.00%	9.09%	3.13%	5.13%
Very Low	4.35%	5.00%	0.00%	4.00%	0.00%	6.25%	2.56%

TABLE 21

EVALUATION OF LIBRARY SERVICES BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	30.95%	28.57%	27.27%	23.08%	30.77%	21.67%	36.36%
High	54.76%	28.57%	27.27%	51.28%	57.69%	51.67%	43.94%
Moderate	7.14%	35.71%	45.45%	17.95%	11.54%	25.00%	19.70%
Low	4.76%	7.14%	0.00%	7.69%	0.00%	0.00%	0.00%
Very Low	2.38%	0.00%	0.00%	0.00%	0.00%	1.67%	0.00%

TABLE 22

EVALUATION OF VETERANS SERVICES BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	11.11%	0.00%	25.00%	40.00%	14.29%	28.57%	23.53%
High	22.22%	28.57%	75.00%	0.00%	57.14%	28.57%	29.41%
Moderate	55.56%	28.57%	0.00%	40.00%	28.57%	35.71%	35.29%
Low	11.11%	42.86%	0.00%	0.00%	0.00%	7.14%	5.88%
Very Low	0.00%	0.00%	0.00%	20.00%	0.00%	0.00%	5.88%

TABLE 23

EVALUATION OF COMPUTER LABORATORIES BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	30.00%	37.14%	38.46%	22.86%	26.32%	20.45%	24.56%
High	32.50%	31.43%	30.77%	45.71%	52.63%	40.91%	42.11%
Moderate	35.00%	22.86%	23.08%	17.14%	15.79%	25.00%	22.81%
Low	2.50%	8.57%	7.69%	11.43%	5.26%	13.64%	10.53%
Very Low	0.00%	0.00%	0.00%	2.86%	0.00%	0.00%	0.00%

TABLE 24

EVALUATION OF BUILDING AND GROUNDS BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	38.46%	11.90%	25.00%	24.39%	51.72%	25.42%	33.82%
High	35.90%	33.33%	50.00%	41.46%	37.93%	62.71%	51.47%
Moderate	25.64%	45.24%	25.00%	34.15%	10.34%	6.78%	14.71%
Low	0.00%	7.14%	0.00%	0.00%	0.00%	3.39%	0.00%
Very Low	0.00%	2.38%	0.00%	0.00%	0.00%	1.69%	0.00%

TABLE 25

EVALUATION OF STUDENT EMPLOYMENT BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	33.33%	14.29%	25.00%	33.33%	25.00%	33.33%	27.59%
High	11.11%	21.43%	25.00%	11.11%	25.00%	29.17%	24.14%
Moderate	27.78%	35.71%	25.00%	55.56%	37.50%	25.00%	31.03%
Low	16.67%	21.43%	0.00%	0.00%	12.50%	8.33%	3.45%
Very Low	11.11%	7.14%	25.00%	0.00%	0.00%	4.17%	13.79%

TABLE 26

EVALUATION OF FOOD SERVICE BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	16.22%	0.00%	0.00%	0.00%	13.64%	11.90%	8.16%
High	35.14%	8.70%	14.29%	19.05%	36.36%	33.33%	16.33%
Moderate	43.24%	17.39%	14.29%	14.29%	40.91%	40.48%	32.65%
Low	0.00%	26.09%	28.57%	38.10%	9.09%	11.90%	34.69%
Very Low	5.41%	47.83%	42.86%	28.57%	0.00%	2.38%	8.16%

TABLE 27

EVALUATION OF INSTRUCTION IN LIBERAL EDUCATION REQUIREMENT (LER) COURSES BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	20.51%	23.68%	36.36%	10.00%	46.43%	18.97%	26.56%
High	51.28%	42.11%	45.45%	60.00%	42.86%	55.17%	48.44%
Moderate	25.64%	34.21%	18.18%	30.00%	10.71%	22.41%	25.00%
Low	0.00%	0.00%	0.00%	0.00%	0.00%	1.72%	0.00%
Very Low	2.56%	0.00%	0.00%	0.00%	0.00%	1.72%	0.00%

TABLE 28

EVALUATION OF QUALITY OF INSTRUCTION IN MAJOR COURSES BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	36.17%	32.61%	30.77%	45.45%	28.57%	40.58%	39.13%
High	42.55%	39.13%	38.46%	43.18%	60.71%	42.03%	44.93%
Moderate	12.77%	21.74%	7.69%	9.09%	7.14%	13.04%	13.04%
Low	6.38%	4.35%	23.08%	2.27%	0.00%	2.90%	2.90%
Very Low	2.13%	2.17%	0.00%	0.00%	3.57%	1.45%	0.00%

TABLE 29

EVALUATION OF FACULTY ATTITUDE TOWARD STUDENTS BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	38.30%	20.00%	41.67%	36.17%	48.28%	29.41%	35.71%
High	29.79%	46.67%	33.33%	53.19%	48.28%	45.59%	52.86%
Moderate	23.40%	22.22%	25.00%	4.26%	3.45%	23.53%	8.57%
Low	8.51%	6.67%	0.00%	6.38%	0.00%	0.00%	1.43%
Very Low	0.00%	4.44%	0.00%	0.00%	0.00%	1.47%	1.43%

TABLE 30

EVALUATION OF STUDENT AFFAIRS STAFF ATTITUDE TOWARD STUDENTS BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	15.38%	14.29%	14.29%	27.78%	61.90%	12.50%	6.82%
High	42.31%	33.33%	71.43%	44.44%	28.57%	40.63%	40.91%
Moderate	26.92%	38.10%	14.29%	27.78%	9.52%	40.63%	45.45%
Low	11.54%	14.29%	0.00%	0.00%	0.00%	3.13%	4.55%
Very Low	3.85%	0.00%	0.00%	0.00%	0.00%	3.13%	2.27%

TABLE 31

EVALUATION OF ACCESSIBILITY OF CAMPUS DEAN AND ASSISTANT DEAN BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	30.56%	22.86%	45.45%	32.00%	41.18%	12.50%	20.45%
High	41.67%	31.43%	45.45%	28.00%	23.53%	37.50%	45.45%
Moderate	25.00%	34.29%	9.09%	36.00%	23.53%	40.63%	25.00%
Low	0.00%	5.71%	0.00%	4.00%	0.00%	9.38%	4.55%
Very Low	2.78%	5.71%	0.00%	0.00%	11.76%	0.00%	4.55%

TABLE 32

EVALUATION OF REGIONAL CAMPUSES' CONCERN FOR STUDENTS AS PEOPLE BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	24.26%	17.07%	38.46%	30.95%	33.33%	16.17%	25.00%
High	30.23%	31.71%	30.77%	38.10%	40.74%	43.33%	40.63%
Moderate	32.56%	26.83%	15.38%	26.19%	22.22%	26.67%	23.44%
Low	11.63%	19.51%	7.69%	4.76%	3.70%	6.67%	9.38%
Very Low	2.33%	4.88%	7.69%	0.00%	0.00%	6.67%	1.56%

TABLE 33

EVALUATION OF GENERAL SATISFACTION WITH THE KSU REGIONAL CAMPUSES BY CAMPUS

Rating	Ashtabula	EL	Geauga	Salem	Stark	Trumbull	Tusc
Very High	34.78%	15.91%	30.77%	36.96%	51.72%	27.94%	39.71%
High	34.78%	36.36%	46.15%	50.00%	44.83%	52.94%	44.12%
Moderate	28.26%	43.18%	15.38%	10.87%	3.45%	13.24%	14.71%
Low	2.17%	2.27%	7.69%	2.17%	0.00%	2.94%	1.47%
Very Low	0.00%	2.27%	0.00%	0.00%	0.00%	2.94%	0.00%

TABLE 34
MEAN SATISFACTION RATINGS FOR SELECTED CAMPUS SERVICES
BY CAMPUS

SERVICE	ASH	EL	GEAUGA	SALEM	STARK	TRUMB	TUSC	OVERALL
ADMISS	2.16	2.25	1.75	1.81	1.66	2.07	1.86	1.94
FINAID	2.34	2.26	1.75	2.28	2.00	2.13	2.55	2.19
FEEPAY	2.41	2.49	2.08	2.17	1.88	2.06	2.11	2.17
SKILLCEN	2.36	2.71	2.25	2.39	2.08	2.10	2.09	2.28
REGISTER	2.26	2.39	1.69	1.93	1.64	2.19	2.30	2.06
ADVISING	2.33	2.78	2.91	2.16	1.85	2.25	2.06	2.33
MINSERV	3.00	3.25	2.50	3.67	3.80	2.44	3.14	3.11
CARPLAN	3.04	2.70	3.83	2.68	2.91	3.00	2.59	2.96
CARPLAC	3.75	3.04	4.25	3.28	3.38	3.42	2.97	3.44
PARKING	2.00	3.74	1.91	2.51	1.96	2.28	2.20	2.41
PERSCOU	2.58	2.96	2.20	2.40	2.10	2.24	2.36	2.41
STUDACT	2.17	2.90	2.57	2.56	2.55	2.44	2.56	2.54
LIBRARY	1.93	2.21	2.18	2.10	1.81	2.08	1.83	2.02
VETERAN	2.67	3.14	1.75	2.60	2.14	2.21	2.41	2.42
COMLAB	2.10	2.03	2.00	2.26	2.00	2.32	2.19	2.13
BUILDGR	1.87	2.55	2.00	2.10	1.59	1.93	1.81	1.98
STUDEMP	2.61	2.86	2.75	2.22	2.38	2.21	2.52	2.51
FOOD	2.43	4.13	4.00	3.76	2.45	2.60	3.18	3.22
INSTLER	2.13	2.11	1.82	2.20	1.64	2.12	1.98	2.00
INSTMAJ	1.96	2.04	2.23	1.68	1.89	1.83	1.80	1.92
FACATT	2.02	2.29	1.83	1.81	1.55	1.99	1.80	1.90
SAACT	2.46	2.52	2.00	2.00	1.48	2.44	2.55	2.21
ACCESDE	2.03	2.40	1.64	2.12	2.18	2.47	2.27	2.16
RCCONC	2.40	2.63	2.15	2.05	1.96	2.43	2.22	2.26
SATISFAC	1.98	2.39	2.00	1.78	1.52	2.00	1.78	1.92

TABLE 35
EMPLOYMENT FIELDS OF RESPONDENTS

FIELD	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Accounting, Bookkeeping, Tax-Related	32	9.8%	32	9.8%
Banking	6	1.8%	38	11.6%
Business	42	12.9%	80	24.5%
Computer Related	20	6.1%	100	30.6%
Engineering, Technology	46	14.1%	146	44.7%
Homemaker	3	0.9%	149	45.6%
Human Services Related	3	0.9%	152	46.5%
Nursing	45	13.8%	197	60.3%
Physical Therapy Assisting	6	1.8%	203	62.1%
Radiologic Technology	11	3.4%	214	65.5%
Secretarial, Clerical	37	11.3%	251	76.8%
Unskilled Labor	28	8.9%	279	85.7%
Other	5	1.5%	284	87.2%
Unemployed	18	5.5%	302	92.7%
No Response	24	7.3%	326	100.0%

Figure 1

TIME TO ASSOCIATE DEGREE FOR RESPONDENTS

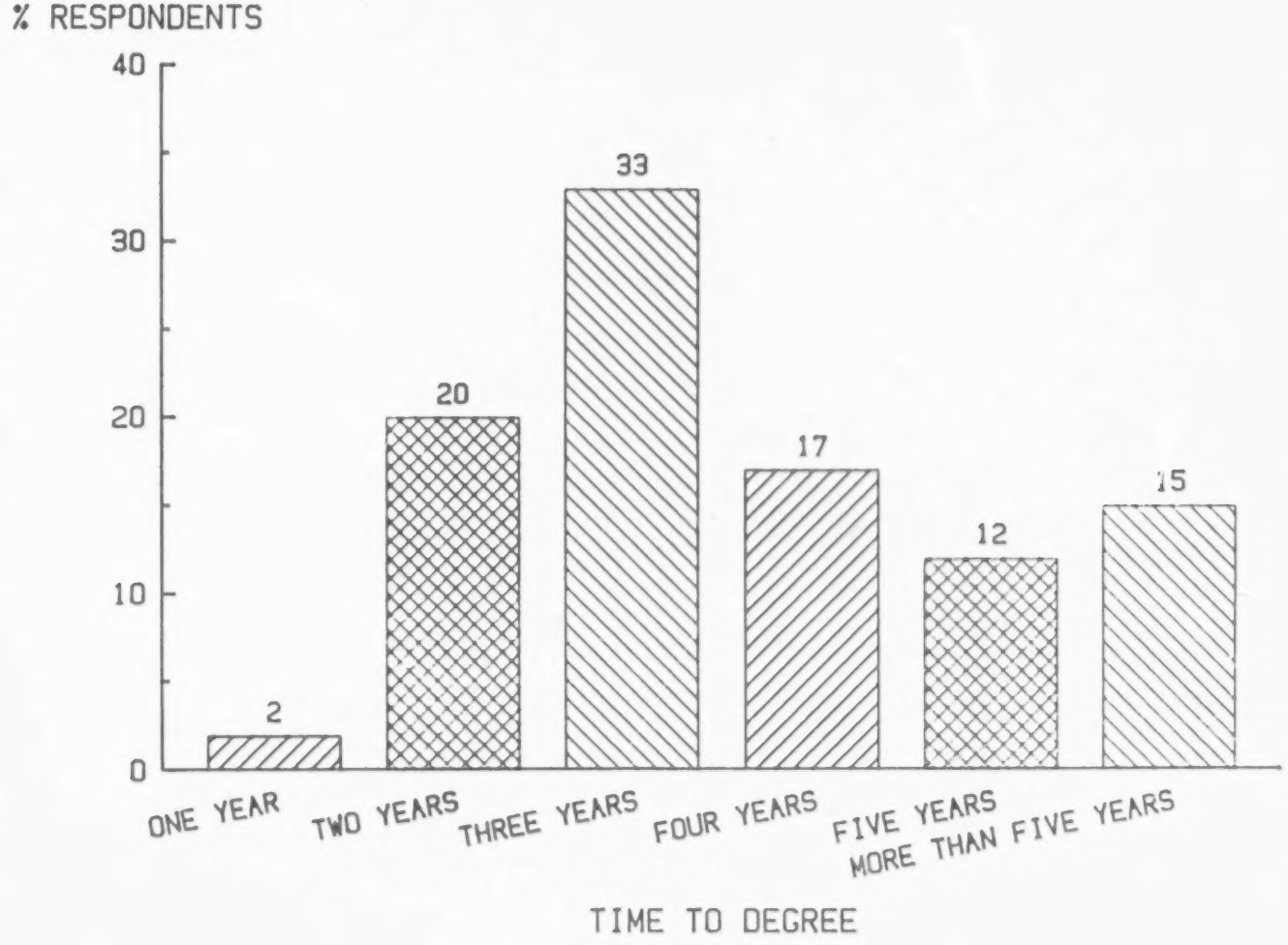
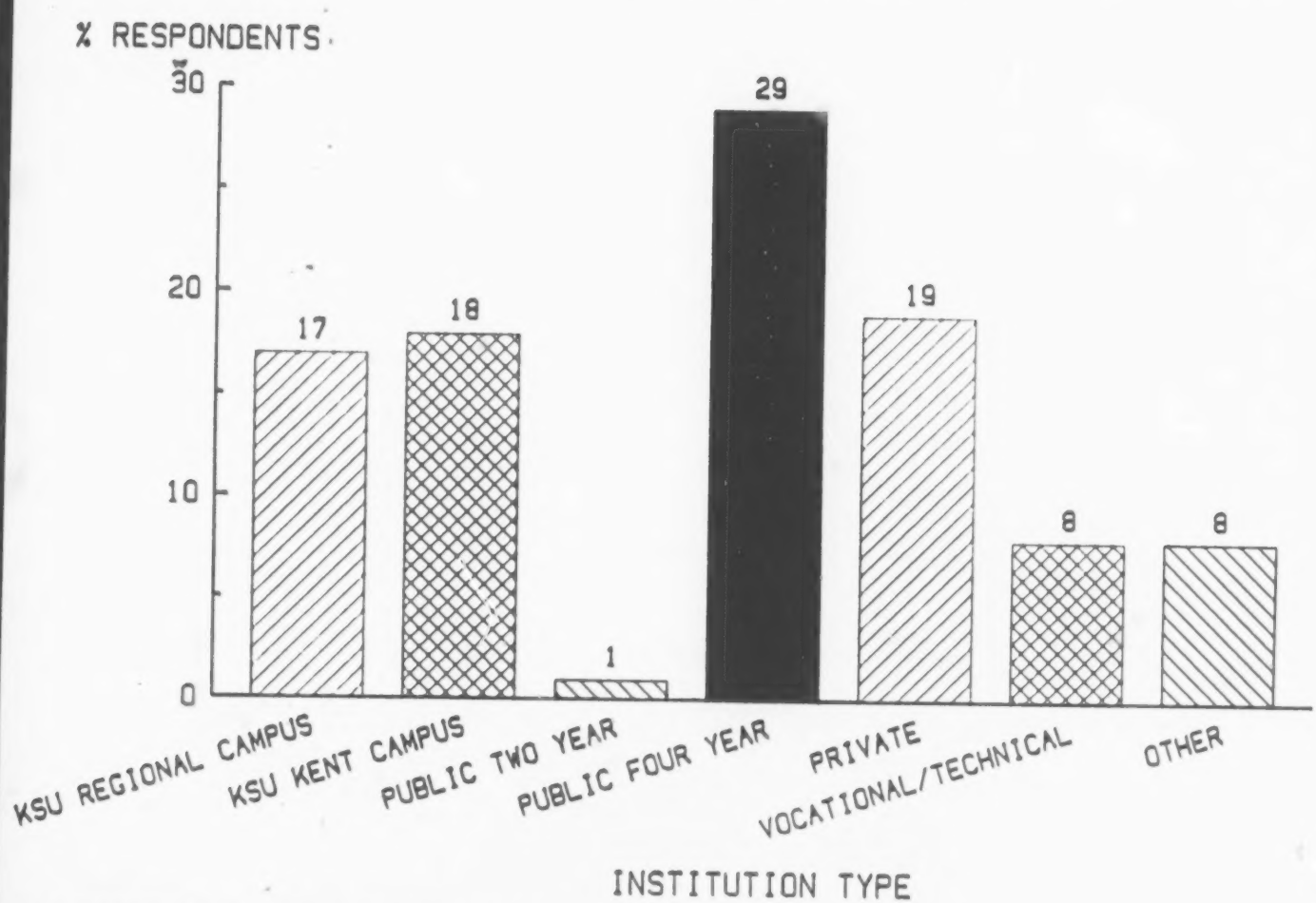


Figure 2

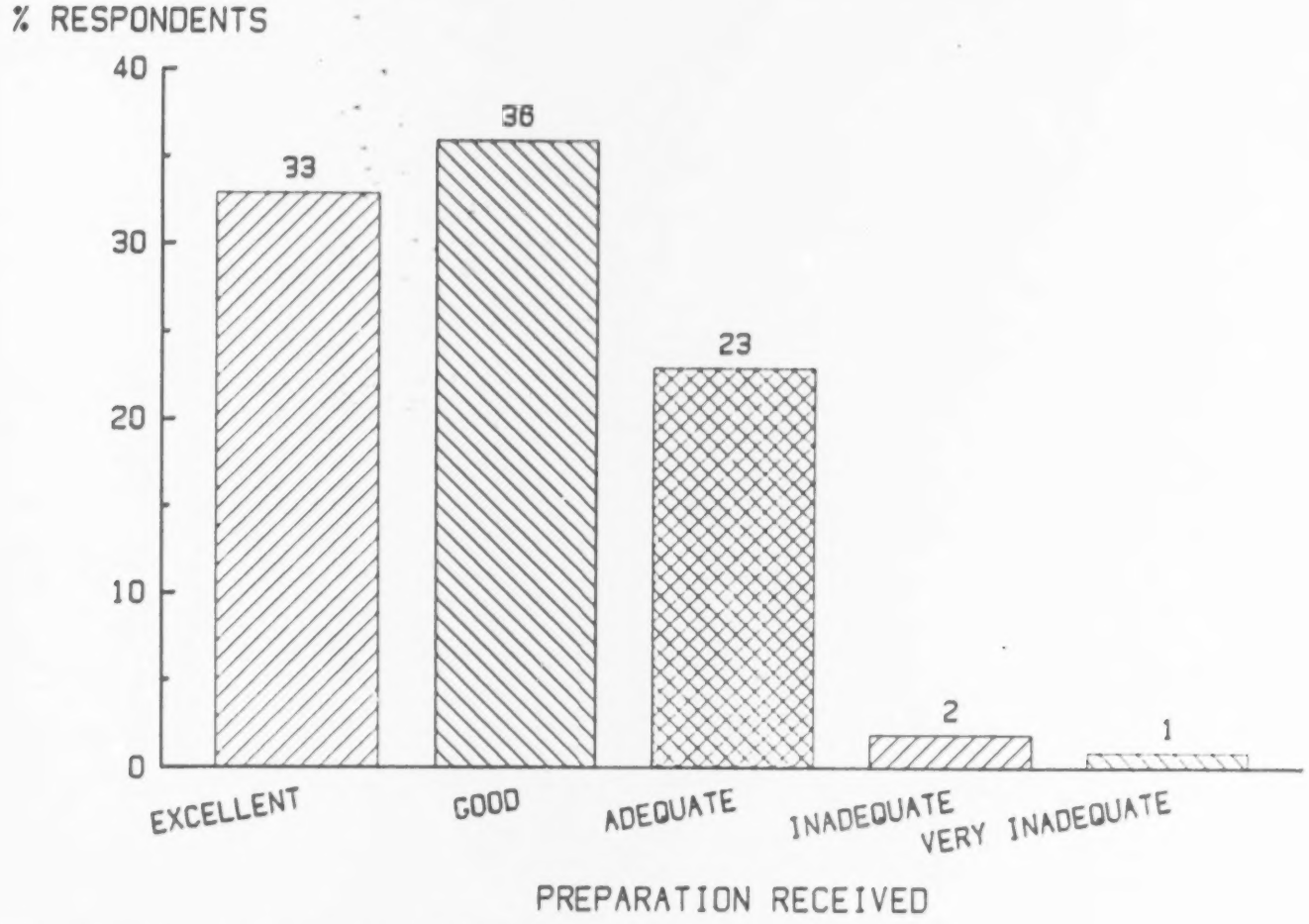
TRANSFER INSTITUTION TYPES FOR RESPONDENTS



FOR RESPONDENTS TRANSFERING TO OTHER INSTITUTIONS AFTER GRADUATION ONLY

Figure 3

EVALUATION BY RESPONDENTS OF REGIONAL CAMPUS PREPARATION OF STUDENTS FOR ADDITIONAL COLLEGE WORK



FOR RESPONDENTS TRANSFERING TO OTHER INSTITUTIONS AFTER GRADUATION ONLY

Figure 4

EMPLOYMENT STATUS OF RESPONDENTS

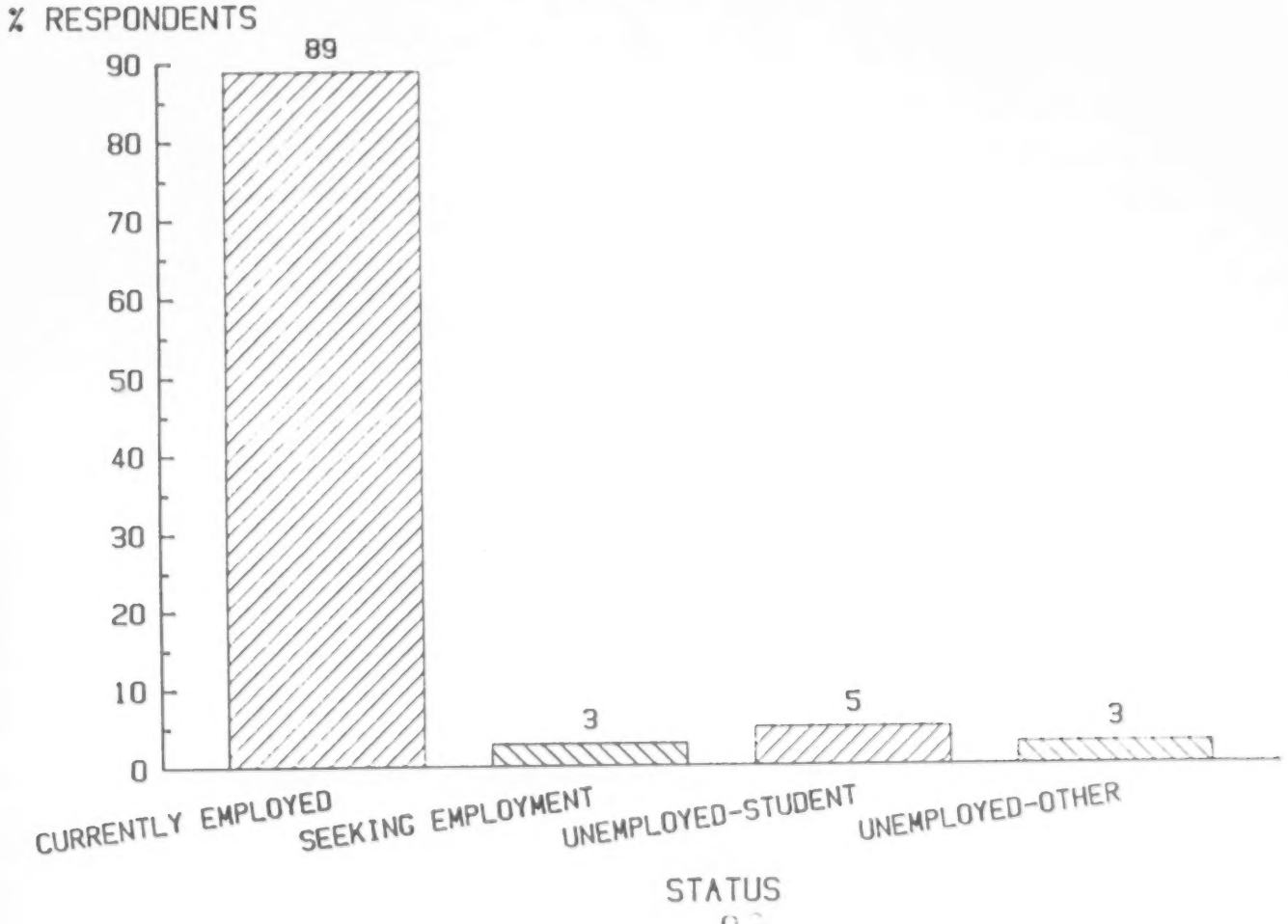
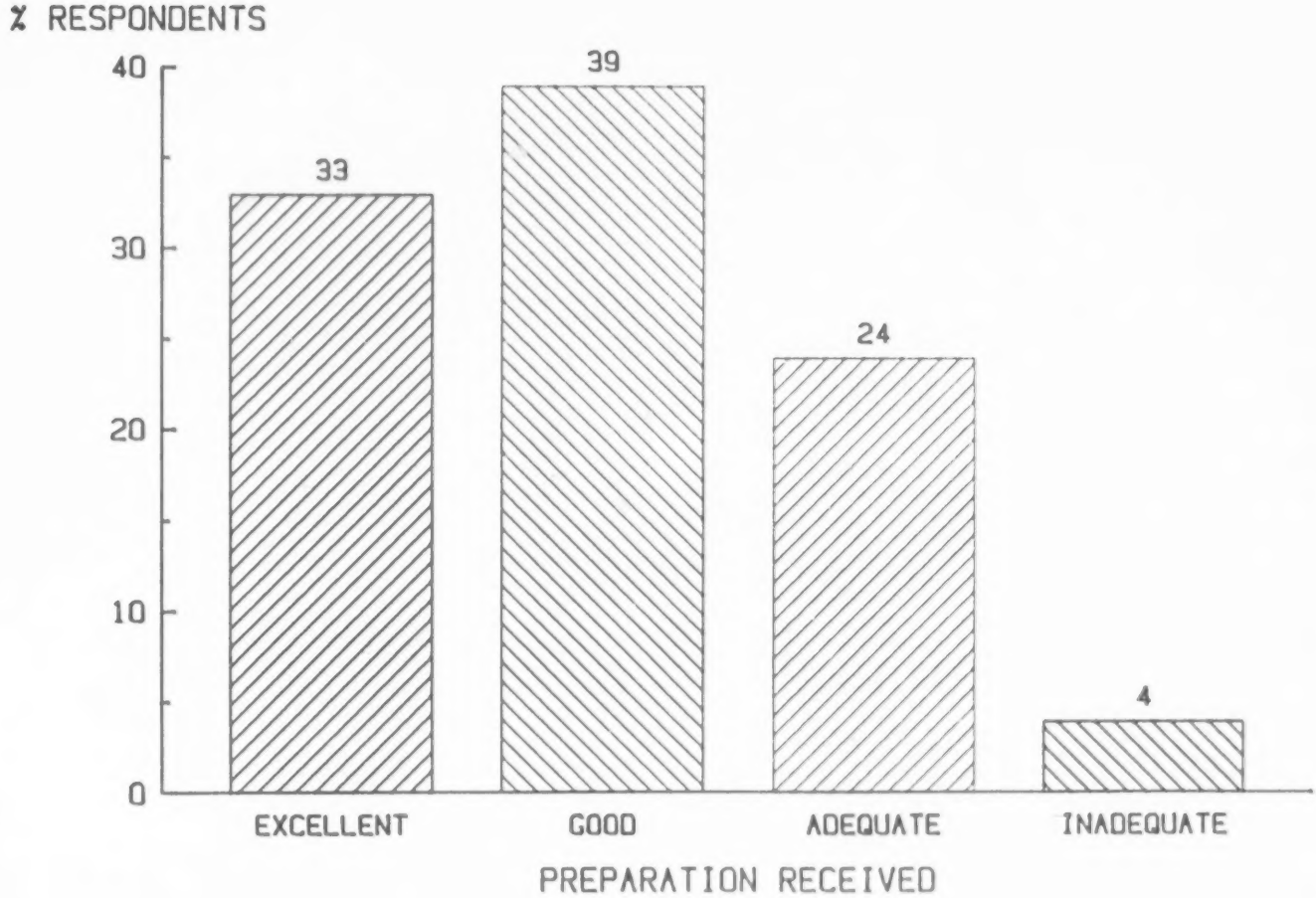


Figure 5

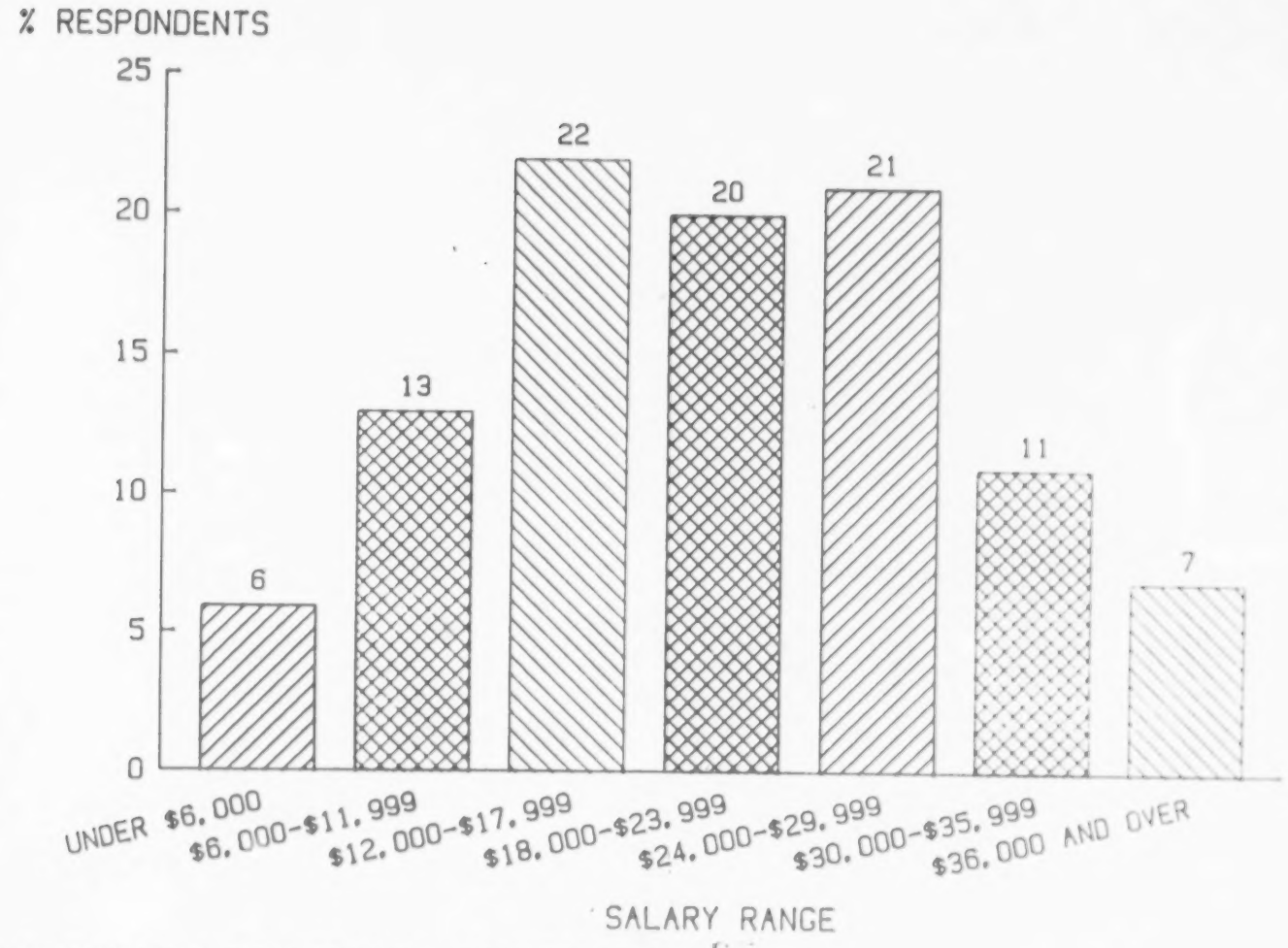
EVALUATION BY RESPONDENTS OF REGIONAL CAMPUS PREPARATION OF STUDENTS FOR EMPLOYMENT



FOR RESPONDENTS SEEKING NEW EMPLOYMENT FOLLOWING GRADUATION ONLY

Figure 6

SALARY RANGES OF RESPONDENTS



FOR RESPONDENTS SUPPLYING SALARY INFORMATION

III. SUMMARY AND CONCLUSIONS

A. Summary

The five objectives of the survey and the and the resulting conclusions are as follows:

1. To gain information concerning the demographics and characteristics of Regional Campuses alumni

The alumni respondents share nearly identical characteristics with past and current Regional Campuses students; 66% of the respondents were female, nearly all identified themselves as caucasian, the largest number of respondents were in the 31-40 age range, and 51% of the respondents were primarily enrolled part-time. The largest proportion of respondents (33%) reported taking three years to complete their associate degrees; only 20% of the respondents completed their associate degrees in two years.

2. To gain information concerning Regional Campuses alumni goals and educational and employment experiences

Most of the alumni respondents reported obtaining an associate degree at their most important academic goal, preparing for a new career or improving knowledge, technical skills, and competencies in a current career as their most important career goal, meeting people as their most important social goal, and developing the ability to be independent, self-reliant, and adaptable as their most important personal development goal. 48% of the respondents ultimately wish to obtain a bachelor's degree. Nearly all respondents who have taken a certification or licensing exam in their field of study have passed that exam.

Nearly all of the respondents who transferred to another institution after graduating from the Regional Campuses (who were 24% of the total respondents) are now pursuing a bachelor's degree. These students attend a wide variety of institutions and the vast majority successfully transferred and applied Regional Campuses college credits to their additional studies.

The vast majority of the respondents were employed, most were employed full-time in their major field or a related area, and the majority were already employed in their current job prior to graduation. The greatest numbers of respondents indicated they were employed in the engineering/technology, nursing, business, clerical/secretarial, and accounting and related fields. Respondents found their employment through a variety of means. Most of the respondents felt that the Regional Campuses had given them excellent or good preparation for employment; respondents reported varied salary ranges.

3. To demonstrate how Regional Campuses alumni have developed competencies and attitudes as a result of their educational experiences and how these competencies and attitudes effect their future endeavors

The respondents were asked to indicate whether each of six competencies (thinking critically, applying knowledge from the major field to new problems, writing well, formulating creative and original ideas and solutions, and organizing and supervising the work of others) were necessary of success in their current situation and how helpful the Regional Campuses were in developing these competencies. The Regional Campuses were nearly always evaluated as effective or somewhat effective for each of these competencies.

4. To gather information which will enable the Regional Campuses to effectively evaluate academic and student support services

The respondents rated from very high to very low their satisfaction with each of the 25 academic and student services listed. Most of the responses were in the Very High to High categories.

5. To determine additional alumni perceptions of the Regional Campuses

Many of the respondents chose to make additional comments concerning the Regional Campuses. These comments were divided into comments concerning the Regional Campuses in general, comments concerning specific technical programs, comments concerning specific student services, and comments concerning specific campuses. Although diverse, the comments tended to be quite favorable. Many respondents did discuss inadequacies with career planning and placement services.

B. Conclusions

This study of the Regional Campuses alumni has generated a considerable body of data, perhaps more than can be assimilated on the basis of this report. For this reason, the data is preserved in electronic form and is available to the author or other interested individuals for further analysis. It should be noted first that this study generally reflects a quite positive evaluation of the Regional Campuses experience on the part of their alumni. Seventy-six percent of the respondents reported their overall satisfaction with the Regional Campuses as very high or high. The characteristics of the alumni tended to appear as expected and the evaluation of basic and higher order skills obtained, the evaluation of academic and student support services, and the additional comments appeared generally favorable. The following results appear to be of some significance:

1. Only 20% of the respondents completed their associate degrees in two years. The largest proportion of respondents took three years to complete their degrees and a significant proportion took more than five years. This suggests that the popular notion of the associate degree as a "two year degree" requires redefinition.

2. Among the academic and student services evaluated by the alumni, minority student services, career placement, and food services had a mean rating above (less favorable than) three on the five point scale. This suggests further attention needs to be given to these services, especially to career placement, which was further cited as inadequate within several of the additional comments.

3. A number of issues were cited as important among the additional comments as pertaining to specific technical programs and specific campuses.

APPENDICES

Regional Campuses
(216) 672-2286

Kent State University
Kent, Ohio 44242-0001

April 17, 1990

Dear Alumni:

Because your opinions are important to us, we need your help. Periodically the Kent State University Regional Campuses seek information from our graduates with regard to their reflections upon their educational experiences and their employment within career fields. This survey will help us to learn how you evaluate certain experiences while attending and after graduating from the Regional Campuses.

A few minutes of your time is all that is required to complete the survey. The result will be of great assistance to our efforts to better serve students in the future and will, of course, be kept strictly confidential. I thank you for your anticipated cooperation with this important task.

Please return your computer answer sheet and supplemental answer sheet, unfolded, by **May 11, 1990** in the envelope provided.

On behalf of the faculty and staff at the Regional Campuses, you have my best wishes for the achievement of your personal and professional goals and my thanks again for your help with this project.

Sincerely,

Gordon W. Keller

Gordon W. Keller
Vice Provost for
Regional Campuses

GWK/jal

Enclosures

INSTRUCTIONS: Fill in your social security number in the I.D. Number section on the answer sheet and the correct circle on your answer sheet for each question unless otherwise indicated. Please read the directions at the bottom of the scannable answer sheet.

PART ONE - DEMOGRAPHIC:

1. What is your gender?

   A. Female 66%
   B. Male 34%

2. How do you describe yourself? Grid one.

   A. American Indian or Alaskan Native 2%
   B. Asian, Pacific Islander, or Filipino 3%
   C. Black or Afro-American, African-American
   D. Hispanic, Chicano, or Spanish-speaking American 94%
   E. White or Caucasian 1%
   F. Other

3. How old are you?

   A. 18 to 22 years 9%
   B. 23 to 25 years 19%
   C. 26 to 30 years 16%
   D. 31 to 40 years 31%
   E. 41 to 50 years 19%
   F. 51 to 60 years 5%
   G. 61 years or more 1%

PART TWO - PROGRAM OF STUDY:

If you have received more than one Associate Degree from the KSU Regional Campuses, please answer the questions in Part Two as they apply to the first Associate Degree.

4. When you attended the Regional Campuses, were you mostly enrolled

   A. Less than 1/2 time (less than 6 hours per semester) 11%
   B. 1/2 time (6 hours per semester) 23%
   C. 3/4 time (9 hours per semester) 17%
   D. Full time (12-18 hours per semester) 47%
   E. More than full time (more than 18 hours per semester) 1%

5. From which KSU Regional Campus did you receive your Associate Degree:

   A. Ashtabula 14%
   B. East Liverpool 14%
   C. Geauga 4%
   D. Salem 14%
   E. Stark 9%
   F. Trumbull 22%
   G. Tuscarawas 22%
   H. I did not receive an Associate Degree

6. When did you receive your Associate Degree?

A. 1987 31%
B. 1988 27%
C. 1989 39%
D. I did not receive an Associate Degree

7. How long did you attend the Regional Campuses before you earned your degree? (Round up to the nearest whole number)

A. One term
B. One year 2%
C. Two years 20%
D. Three years 33%
E. Four years 17%
F. Five years 12%
G. More than five years 15%

Please grid the letters of the those goals you feel you are achieving or have achieved as a result of your experiences at the Regional Campuses. (Choose only one important goal per question)

8. Academic Goals

A. To complete some courses to increase my knowledge and understanding in an academic field 15%
B. To obtain an Associate Degree 67%
C. To complete courses necessary to transfer to the Kent Campus or another educational institution 14%
D. Other or not sure 4%

9. Career-Preparation Goals

A. To explore career interests 6%
B. To prepare for a new career 41%
C. To improve my knowledge, technical skills, and/or competencies for my job or career 37%
D. To increase my chances for a raise and/or promotion 10%
E. Other or not sure 4%

10. Social-and Cultural-Participation Goals

A. To become actively involved in student life and campus activities 9%
B. To meet people 29%
C. To get to know people who think and feel differently than I do 20%
E. Other or not sure 40%

11. Personal-Development and Enrichment Goals

A. To increase my self-confidence 12%
B. To improve my leadership skills 9%
C. To improve my ability to get along with others 1%
D. To learn skills that will enrich my daily life or make me a more complete person 26%
E. To develop my ability to be independent, self-reliant, and adaptable 44%
F. Other or not sure 6%

12. If you plan to continue your education, what is the highest degree you **ultimately** plan to earn?

A. Associate Degree 2%
B. Bachelor's degree 48%
C. Master's degree 23%
D. Educational Specialist degree (e.g., Ed.S.) 1%
E. Doctoral degree (e.g., Ph.D., D.B.A.) 5%
F. I do not plan to continue my education at this time 22%

13. Have you taken any licensing or certification examination related to your major or area of study?

A. Yes, I have taken and passed an exam 21%
B. Yes, I have taken an exam but do not yet know the results
C. Yes, I have taken an exam but did not pass 1%
D. No, I have not taken any exams, but plan to do so 16%
E. No, and I do not plan to take any 26%
F. I am not aware of any licensing certification exam in my field of study 36%

14. Did you attend any other college from which you transferred credits **before** you attended the KSU Regional Campuses?

A. Yes 31%
B. No (If no, skip to question 16) 68%

15. How many semester credit hours did you transfer to the KSU Regional Campuses?

A. 1- 9 9%
B. 10-18 8%
C. 19-27 4%
D. 28-36 5%
E. More than 36 7%

16. Since completing your program at the KSU Regional Campuses, have you enrolled at another college?

A. Yes 24%
B. No (If no, skip to question 21) 73%

17. After your program at the KSU Regional Campuses, what kind of college, university, professional, or vocational school did you most recently attend?

A. The same or another KSU Regional Campus for a different program 5%
B. The KSU Kent Campus 5%
C. A public two-year college
D. A public four-year college 8%
E. A private college or university 6%
F. A vocational/technical school, hospital school of nursing, trade school, or business school 2%
G. Other 2%

18. What certificate or degree were you seeking at the college referred to in question 17?

A. Associate degree 3%
B. Bachelor's degree 22%
C. Not seeking a degree 4%

19. How well did the KSU Regional Campuses prepare you for your additional college work?

A. Excellent preparation 9%
B. Good preparation 11%
C. Adequate preparation 7%
D. Inadequate preparation 1%
E. Very inadequate preparation

20. Did you transfer any credits from the KSU Regional Campuses toward your additional college work?

A. Yes, and they applied toward my additional college work 21%
B. Yes, but they did not apply toward my additional college work 2%
C. No, I did not try to transfer any credits 6%
D. No, I tried but they were not accepted 1%

21. Are you currently employed?

A. Yes, I am currently employed 89%
B. No, I am unemployed, but seeking employment 3%
C. No, I am unavailable for employment because I am furthering my studies 5%
D. No. I am otherwise unavailable for employment 3%

(If no, skip to question 27)

22. How would you describe your current employment?

A. Employed full-time in my major or a related field 62%
B. Employed full-time in an unrelated field 17%
C. Employed part-time in my major or a related field 7%
D. Employed part-time in an unrelated field 4%

23. After completing your program at the KSU Regional Campuses, how long did you look for work before obtaining your first job?

A. Had a job which continued after I completed my program 47%
B. Obtained a job just prior to graduation 19%
C. Less than four months after graduation 13%
D. Four to six months after graduation 6%
E. Six to nine months after graduation 2%
F. More than nine months after graduation 4%

24. How did you find your first job?

A. Does not apply (answered A to question 23) 39%
B. KSU Regional Campuses/Career Planning and Placement Services or professor 7%
C. Professional periodicals or organizations
D. Civil Service application 1%
E. Employment agency 3%
F. Newspaper advertisement 10%
G. Direct application to employer 19%
H. Friends or relatives 5%
I. Other 5%

25. How well did the KSU Regional Campuses prepare you for your first job?

A. Excellent preparation 19%
B. Good preparation 22%
C. Adequate preparation 14%
D. Inadequate preparation 3%
E. Not applicable to first job 33%

26. What is your annual salary or wage in your current job?

A. Less than $6,000 5%
B. $6,000 to $11,999 11%
C. $12,000 to $17,999 18%
D. $18,000 to $23,999 17%
E. $24,000 to $29,999 17%
F. $30,000 to $35,999 9%
G. $36,000 and over 6%
H. I do not know the answer at this time 1%
I. I would prefer not to answer 7%

PART THREE - BACKGROUND AND EVALUATION:

Please indicate for each competency listed below (1) whether the competency is necessary in your current situation, and (2) how helpful the KSU Regional Campuses were in developing each competency.

	(1) Necessary for success in my current situation (answer yes or no)			(2) Helpfulness of KSU in developing (answer A, B, or C)		
		Yes	No	Effective	Somewhat Effective	Not Effective
27.	Ability to think critically	A 92%	B 8%	28. A 56%	B 37%	C 6%
29.	Ability to apply knowledge from my major field to new problem	A 84%	B 15%	30. A 57%	B 35%	C 7%
31.	Ability to write well	A 78%	B 22%	32. A 56%	B 33%	C 10%
33.	Ability to formulate creative and original ideas and solutions	A 82%	B 17%	34. A 44%	B 44%	C 11%
35.	Ability to speak and listen well	A 91%	B 8%	36. A 50%	B 44%	C 5%
37.	Ability to organize and supervise work of others	A 74%	B 25%	38. A 36%	B 42%	C 21%

The following are services provided by the KSU Regional Campuses. Please rate your overall satisfaction with the treatment you received from the service areas listed below. Please use the following scale (do not rate services you did not use):

		Very High	High	Moderate	Low	Very Low
39.	Admissions	A 29%	B 45%	C 21%	D 2%	E 1%
40.	Financial Aid	A 18%	B 17%	C 13%	D 5%	E 4%
41.	Fee Payment	A 17%	B 35%	C 21%	D 2%	E 2%
42.	Skills/Tutoring Center	A 11%	B 21%	C 14%	D 3%	E 2%
43.	Registration	A 25%	B 43%	C 25%	D 5%	E 2%
44.	Academic Advising	A 27%	B 29%	C 21%	D 10%	E 4%

		High	High	Moderate	Low	Low
45.	Minority Student Services	A 1%	B 3%	C 6%	D 3%	E 2%
46.	Career Planning	A 5%	B 13%	C 17%	D 6%	E 5%
47.	Career Placement	A 3%	B 8%	C 13%	D 8%	E 9%
48.	Parking	A 21%	B 30%	C 22%	D 10%	E 6%
49.	Personal Counseling	A 13%	B 16%	C 11%	D 8%	E 3%
50.	Student Activities	A 7%	B 16%	C 21%	D 3%	E 2%
51.	Library Services	A 25%	B 41%	C 19%	D 2%	E 1%
52.	Veterans Services	A 4%	B 6%	C 7%	D 2%	E 1%
53.	Computer Laboratories	A 20%	B 30%	C 18%	D 7%	E
54.	Buildings and Grounds	A 26%	B 42%	C 19%	D 2%	E 1%
55.	Student Employment	A 9%	B 8%	C 10%	D 3%	E 3%
56.	Food Service	A 6%	B 16%	C 20%	D 12%	E 8%
57.	Quality of instruction in liberal education requirement courses	A 20%	B 43%	C 21%	D	E 1%
58.	Quality of Instruction in Your Major	A 37%	B 43%	C 13%	D 4%	E 1%
59.	Attitude of Faculty Toward Students	A 33%	B 45%	C 15%	D 3%	E 1%
60.	Attitude of Student Affairs Staff Toward Students	A 10%	B 21%	C 17%	D 3%	E 1%
61.	Accessibility of the Campus Dean and Assistant Dean	A 16%	B 23%	C 18%	D 2%	E 2%
62.	The Regional Campuses' Concern for You as a Person	A 22%	B 34%	C 23%	D 8%	E 3%
63.	Overall Satisfaction With the KSU Regional Campuses	A 33%	B 43%	C 18%	D 2%	E 1%

90-32203

Appendix B Additional Comments

COMMENTS CONCERNING THE REGIONAL CAMPUSES IN GENERAL

I felt very welcome and at home when attending the regional campuses; They showed me a genuine concern for my welfare! (AA Degree, Tuscarawas, 1987)

During my five years as a regional campus student, four at Tusc. and one at Kent Stark, I've heard a great deal of talk about regional campuses and how they're not "real colleges." This was said mainly due to their size. In my opinion, a student receives a better education in a smaller class in which the instructor knows each student by name. Small classes also make it possible for the instructor to tailor the courses to the needs of the group. When you combine this atmosphere with a dedicated staff of full-time professors and part-time instructors who are experts in their respective fields, you get the best possible scenario for learning. Because the goal of college is to impart learning in students, KSU Regional Campuses are then, at least in my mind, as "real" as any college could ever hope to become. (MERT, Tuscarawas, 1987)

My associate degree has helped me very much on my job. It has given me self confidence and an opportunity for advancement in my field. (EERT, Trumbull, 1987)

An associates degree isn't worth the time and effort. I still can't find a decent job and doubt if I will. (BMRT, Geauga, 1988)

I have enjoyed going to KSU and look forward to many more years of attending.
(COMT, Trumbull, 1989)

-Convenient
-reasonable cost
-instrumental in my obtaining successful employment.
(MERT, Ashtabula, 1988)

High quality education
Instructors/Teachers concerned
(EERT)

Very qualified teaching staff
(BMRT, Trumbull, 1988)

Good asset for Higher education
(EERT, Tuscarawas, 1988)

I believe the professors were willing to help as much as they could.
One thing I could not understand was why there was so much paper work involved with everything you wanted. I knew that I had a job in the same place the following semester but I still had to fill out an application again. It still took six weeks to get our time cards from main campus.
(OMRT, Trumbull, 1989)

-The Regional Campuses provided me the opportunity to overcome financial and personal,family barriers to obtain the knowledge and skills necessary for a satisfying, professional career. On the whole, the level of instruction I received was very high--the professors knew the subject matter well, delivered it in a positive manner, and were always willing to provide assistance to students one-to-one if needed. Our campus is a tremendous community asset, and it has certainly had a most positive impact on my life.
-Addendum: My son, who also is enrolled at this campus, was hired (part-time) in the drafting dept. of a major engineering business in this community after having completed just one semester in the Eng. Tech. program. I believe local employers have great respect for our programs and the education delivered here. (OMRT, Tuscarawas, 1987)

I think Kent needs take a look at the percentage of students who actually were able to receive their Associate Degree in two years; to those that went full-time continuously and were able to receive this degree in two years.
There also needs to be some improvement in the Career Placement Program for students graduating. (OMRT, Tuscarawas, 1989)

Education that was worth the cost of tuition. (BMRT, Geauga, 1988)

It is the key to unlock a lot of closed doors for any one who wants to succeed.
(BMRT, Trumbull, 1987)

After the initial registration of students, it would be extremely beneficial if students could register & pay by mail. Also, the time should be expanded for the availability of the academic advising counselor in BMRT. (BMRT)

I learned a great deal about how to learn. I can gather any information I need. I plan to continue my education, starting in September, provided I can get financial aid. I have not been able to get the kind of job I desire, people don't seem to respect associate degrees, which is one reason I'm continuing my education. The regional campus is an excellent place to start, however. (BMRT, Salem, 1989)

Being from a small-town, small-school, I felt that I "fit in" at KSU. I believe I received the best education I could get. Interpersonal relationships with teachers & new friends was more than what I could ask for from a bigger school. Honestly, I have no constructive criticism to offer...
KSU was "right" for me! (BMRT, Tuscarawas, 1987)

I am currently attending Kent Main Campus and I received a better education at the regional campus. I have graduate students at main and they are inadequately prepared and aren't concerned about students. At least at a regional campus you learn from a Professor with a master's degree or a doctorate degree. At the regional campus you receive an education. At main you feel like a number. (BMRT, Trumbull, 1988)

I think that the staff to student ratio enhanced my learning process.
(ACTT, Tuscarawas, 1989)

I think that the professors should get more involved with their students more, instead of treating them just as a number in their rooms. Some professors don't care whether you are there or not. Some have the attitude of coming in and tell you to read the chapter the day before and then we will go over it. Well some of the books do not explain what the professors talk about in class. We, the students, pay tuition that I think is getting a little out of hand, to go in and listen to a lecture that some of us don't even understand and it is not in the text book. So if the teachers really want to help students achieve their goals, I think the professors need to get more involved. (ACTT, Tuscarawas, 1987)

Overall good experience, I am now able to work at a job I enjoy & earn enough money to be able to take care of myself. I would recommend further education to almost anyone. (PTAT)

I was very happy with my education at Kent. I have a good paying job and a new outlook on life. Thank you. (RADT, Salem, 1989)

Good Education
-A more personal attitude of staff (RADT, Salem, 1987)

I am experiencing great difficulty in transferring to Kent Campus, another college, another major 3 yrs after graduating from Stark with my assoc. degree. I have been given the ultimate run-around. I wonder if I'll ever get my bachelor's degree for lack of "official" information about course requirements. Nobody wants to sign anything they just keep sending me to someone else. (AA Degree, Stark, 1987)

I feel I couldn't have gotten a Broader Education at any other University. The small classes were a plus. (NRST, Tuscarawas, 1989)

I like the small size of Regional Campus. (AA Degree, Stark, 1988)

COMMENTS CONCERNING SPECIFIC TECHNICAL PROGRAMS

ACCOUNTING

KSU prepared me for job oppurtunities within my field. An overall business education was given and very helpful personally. (ACTT, Trumbull, 1989)

The only area that I felt I was not prepared for the accounting field was public accounting ie. preparing payroll reports for employers, making federal deposits, etc. More emphasis should be made in the classroom regarding actual payroll reports such as State Withholding Booklets, Worker's Compensation forms, 941 forms 940 forms & completing W-2's. All employers expect bookkeepers to know how to complete these forms whether you work for a public accounting firm or any other company. (ACTT, Salem, 1987)

My degree received from KSU Ashtabula Campus did not carry enough pull to assist me in obtaining a position in my major although I graduated with a GPA of 3.44.
(ACTT, Ashtabula, 1989)

BUSINESS

Considering the increased use of computers in business, a greater effort should be made to integrate computers into the business program. The exposure I had to computers was a great help in preparing me for an accounting job. But most of it was extracurricular.
(ACTT, Ashtabula, 1989)

The instructors in the Business Tech classes were very good in that most had "real world" experience and weren't merely reciting rhetoric. They had been there and understood the pitfalls. Also they were more understanding of the working student's concerns and problems. (BMRT, Trumbull, 1989)

COMPUTER

I was very well qualified for my position here. My courses & experiences at KSU Tusc enabled me to be diverse and flexible with the various opportunities that have come my way.
(COMT, Tuscarawas, 1987)

They need to hire more full-time faculty in Computer Technology.
(COMT, Ashtabula, 1989)

Need in the Computer Tech Program to install more depth in the subject of modem/mux/data communications (COMT, Tuscarawas, 1988)

ELECTRICAL

I was a bit disappointed by the lack of depth in lab work in my field of study. I hope future classes can achieve a better understanding of what they are working with and get a better over all view of what there is to know based on a foundation of knowing the basics. (EERT, Ashtabula, 1988)

HUMAN SERVICES

My degree has been very useful in my job. The problem I have had is finding a four year degree that is specifically related to my associate degree. I feel the main campus should offer a four year degree program related to all two year programs that are offered. (HST, Salem, 1989)

NURSING

Tusc. Campus Nursing Program. AD
I personally felt a lack of clinical preparedness (hands on) upon graduation & entering the nursing field. I feel there should be more time spent as a student in the hospital setting dealing with all aspects of patient care. (NRST, Tuscarawas, 1988)

I really like the KSU Campus. The thing I didn't like was the nursing program. I really enjoy my career in nursing but I do not feel that I received an adequate education in nursing. The instructors seemed uncaring and I feel they just did not do a good job teaching nursing. (NRST, Tuscarawas, 1988)

Overall, I was pleased with the campus. I feel as prepared (if not more so) as the Bachelor-degreed nurses. I received a sound educational background and feel competent in my role as staff nurse. My congratulations to Ms. Estella Stofko in coordinating the nursing curriculum.
My only dissatisfaction arose with the favoritism and prejudice shown to some of the students by a few of the faculty. The stress of nursing is tough enough without the added undue stress and pressure placed upon students by a few of the instructors. I only hope a more collaborative and supportive approach can be achieved with future classes.
(NRST, Ashtabula, 1988)

I received excellent prep. for my major-the nursing instructors are TOPS! I feel I received better preparations as compared to others I work with-there are many areas that we spent a lot more time in (as compared to other nursing programs). Kent (Tusc.) program has an excellent reputation @ the hospital. (NRST, Tuscarawas, 1989)

PHYSICAL THERAPY ASSISTING

I would recommend the program to all those with a sincere interest in P.T. My hats off to Lynn Edmondson's dedication and Therese Beauchamps sincere interest in her students and the P.T. field. Thank You! (PTAT, East Liverpool, 1989)

COMMENTS CONCERNING STUDENT SERVICES

CAREER PLANNING AND PLACEMENT

My main reason for attending KSU was to find employment in the field which I have chosen. I did well at school and graduated with honors. I worked in the computer lab as a student employee to gain experience. I began job seeking before graduation and continued for six months, only to find a job as an LPN, which I was before attending KSU. At the time I attended KSU, there were no job fairs or anything comperable to help the student meet perspective employers. I believe that to be very important and helpful. I have since continued to school and have just attained an associate degree in Nursing. I plan to continue slowly and obtain a Bachelor's degree, but I will not return to KSU to achieve this. (COMT, Trumbull, 1987)

1. Better career guideance and counseling.
2. Job market availibility locally & nationally.
(AUTT, Trumbull, 1989)

Placement could be better. I cannot get a job in my field, because I do not have prior experience. (EERT, Ashtabula, 1989)

I feel that KSU Tusc. Campus Placement Center needs severely improved.
(BMRT, Tuscarawas, 1989)

I would like to see improvement in the Career Placement Center. Upon graduation I received only one request for a job interview, I would have guested there would have been more than that. (AA Degree, Tuscarawas, 1989)

I feel that the Ashtabula campus should increase assistance in job placement. When a student graduate he/she should not be immediately forgotten.
(MERT, Ashtabula, 1988)

I was displeased at the lack of job counseling or placement. I was never contacted by a counselor or advisor. I have never heard a word from the campus in which I graduated.
(COMT, Geauga, 1987)

They need to have a better placement service. (ACTT, Tuscarawas, 1988)

ADVISING

When I had first joined the KSU Trumbull Campus, I was young & fairly impressionable. When asked by an advisor whether I was planning the pursuit of a Bachelor's Degree in the future, I had replied of my uncertainty "at this present time, but was very likely." Automatically I was placed in an Associate's Program & sent on my way. Later I had decided to pursue a Bachelor's Degree in marketing. However, when the time came to transfer my records, I had discovered that many of the classes that I had taken were "non-transferrable." I had spent much of my parent's hard earned money for classes that had no substance towards the attainment of my Bachelor's Degree. This is ABSURD! Many other students have had the same problem. Please try to resolve this problem. I think there should be more stringent requirements for advisors to be more knowledgeable in the evaluation of students (freshmen) at the entry level. I feel that I was abused because of my nievety, & can only hope that your offices are aware of these problems, and are willing to do something about them.
(BMRT, Trumbull, 1989)

COMMENTS CONCERNING SPECIFIC CAMPUSES

ASHTABULA

I felt they handled registration & fee payment poorly. They were not clear as to when one could register. Also every semester fees went up but they did not feel it was necessary to let the students know before it was time to pay. (NRST, Ashtabula, 1988)

Inadequately supplied electrical lab. (EERT, Ashtabula, 1989)

The Ashtabula Branch was more of a family to me that I looked forward to everyday. (NRST, Ashtabula, 1989)

If Ashtabula Campus-KSU-were not here I would be living elsewhere and/or working for minimum wages. (NRST, Ashtabula, 1987)

I usually recommend the Ashtabula Campus as an excellent starting point in a person's college career. The faculty & staff are excellent and the curriculum is comparable to 4 year college curriculum. However; I know of several people who opted to drive to Lakeland Community from my area because of the lower fees per credit hour. Even taking into account quarter vs semester status, Lakeland's credit hour fees are substantially less than KSU's. (ACTT, Ashtabula, 1987)

I really enjoyed my association with Kent Ashtabula having worked as the Continuing Studies secretary for one and a half years while attending classes full time. From Dean John Mahan to Al Peck the Building & Grounds Chief-everyone became a friend. I have nothing but praise for Kent Ashtabula- Faculty, Staff, and students!!!
(OMRT, Ashtabula, 1988)

I feel that the Ashtabula Campus prepared me to find a related job in my major field. Courses provided by the campus gave me experience and confidence when entering my new career. However, I feel that cancellation of courses due to lack of registration hampered my efforts to obtain my initial degree in Administrative Secretarial, and forced me to obtain a degree in General Secretarial. (OMRT, Ashtabula, 1987)

It distresses me to hear that the working non-traditional students are having difficulty obtaining courses relevant to their programs. I understand most classes are now beginning before 5:30 PM. This hardly gives a person time to get in their car let alone drive to campus. With this type of scheduling I would not be able to return to KSUAB to pick up a few courses.
Would you please let me know if it is the intent of KSU to return to daytime courses, as opposed to evening courses? (Ashtabula, 1988)

EAST LIVERPOOL

I am not familiar with the more recent oriantiation classes, but feel that students need to be more informed with the use of the catalog and the classes that are needed to fulfill their degree. Students are being placed in unnecessary classes that are not needed yet do not find out until later. While most professors value student questions and comments, a few make the student feel stupid if they do not understand - this should not be the case as you cannot learn if you do not understand. I also understand that this may be a problem that exists at the main Kent Campus.
While I feel that I learned alot at the East Liverpool Campus, I am disappointed with some of the classes as they were a waste of my time and money yet I was unable to voice my disapproval until the class was over as negative reactions are not accepted well.
If I advise anyone on the campus, I suggest that they know the catalog, the classes they need, and to talk to more advanced students as much as possible to be more informed. (ACTT, East Liverpool, 1989)

One major problem @ E. Liverpool is parking. I would never consider returning unless this problem is corrected. (NRST, East Liverpool, 1987)

The P.T.A. program itself was excellent. But the KSU East Liverpool Campus overall was very disappointing to me. I felt we were treated like high school kids instead of adults. Main office personel & administrators acted like we were bothering them or putting them out if we needed to meet with them. They were very arrogant and unfriendly and did not act like they wanted to help you. I sure would love to know exactly what they are getting paid for. Especially Mr. Smith and the Dean!!!!!! (PTAT, East Liverpool, 1989)

I am very grateful for the East Liverpool Campus or I would not have had the opportunity to get a degree or even attend college. The commute to Youngstown was virtually impossible because I worked 40+ hours a week while attending school. I also made some friends while attending KSU that otherwise I might not have met.
With few exceptions, most of the teaching staff was extremely friendly and concerned that you understood the concepts they were teaching. In that way, they were better than High School. In fact, I still keep in touch with a few of my teachers from KSUEL.
I would probably go back to Kent EL if they would offer some upper division classes. (ACTT, East Liverpool, 1987)

I was not impressed with some of the professors. They were not hard enough. I could get A's or B's without even studying. I do have high regard for Alice Citano. She made me work hard, and I felt as though I learned what I needed to know and got my tuition's worth.
The office at KSU-EL branch is very poor. They lose papers and mess up scheduling among other things. The office is definitely a downfall to your regional campus.
The parking lots are overcrowded. They are down side streets where it is dark and isolated.
The library and computer labs are very nice. (OMRT, East Liverpool, 1989)

KSU East Liverpool has a great staff and faculty. The campus is a shot in the arm to an otherwise depressed area. The campus needs to become a true regional campus, serving the needs of the region. Interaction with major employers in the upper Ohio valley rather than the Cleveland/Youngstown area might make the campus more valuable to the region it serves. (BMRT, East Liverpool, 1989)

I find the campus staff uncooperative. Several request I have ask for have been ignored. Oh they are helpful enough on the phone, but you never hear from them after the phone conversation. I was in Florida when it was time to make arrangement for graduation. I wrote to the campus for instructions. My letter was never answered. As it happened I returned to EL and was able to make arrangements to graduate, and that was just by chance. I had gone to the campus to see a former instructor and posted on the wall was instruction to make applications for graduations. If I had not returned to EL I would not have recieved my diploma when I should have.
-My second comment is about is about employment recruiting. There is none. The local business college here in E. Liverpool places most of their graduates. Why can't Kent E.L. Campus. I have never been contacted for employment at all. There was a job fair several years ago, but if you weren't in nursing or computers there were no other opportunity available. Ms. Buzzard did a beautiful job on the fair, but it has never been available since.
-I will give favorable comment to the instructors. All of the instructors I've been associated with are very helpful. Even after graduation they will continue to offer help in any matter you bring to them and this speaks well for the campus.
-I answer to question #61: The Dean was available but didn't want to hear your complaints. His was the right way. (OMRT, East Liverpool, 1987)

SALEM

I will be forever grateful that KSU-Salem was there for me at a time in my life when I most needed the challenge! The four year experience was truly rewarding!
(OMRT, Salem, 1989)

KSU Salem Branch helped me to obtain my career in a location near my home and with good benefits and pay. (OMRT, Salem, 1989)

I feel that because of more non-traditional students attending Salem Campus, more liberal arts classes should be offered in the evening at more convenient times, and perhaps more of them. It seems as though the schedules for fall and spring are carbon copies from the past four years. (BMRT, Salem, 1989)

I enjoyed my experience at the Salem Campus very much. I recommend to my friends that they should go back to school. (ACTT, Salem, 1989)

I had very little help & guidance with academic services. (MERT, Salem, 1989)

I am very pleased with my experience with Kent/Salem Campus. It was a great learning experience combined with great friends, caring instructors and approval of who I am. I plan to continue on to a 4 yr program, but plan to return to Kent/Salem to pick up any needed requirements. I would definitely recemmend Kent/Salem to anyone planning to return to school. (HST, Salem, 1989)

Attending KSU-Salem was one of the greatest experiences of my life. My major instructor was just the greatest. (OMRT, Salem, 1988)

STARK

KSU/Stark has been very good to me. As a very non-traditional student I have been accepted by students, staff, and faculty as a serious student. It has been, and continues to be, a fine learning experience. (AA Degree, Stark, 1988)

It's a thought---why not do a survey on grad students need for classes close to home. (AA Degree, Stark, 1988)

TRUMBULL

The regional campus cares about their students. That was why I attended it. Main Campus thoroughly let me down with the way they handle me as a person. Trumbull treated me as a human being. That made all the difference. (BMRT, Trumbull, 1988)

Needed better labs (electrical) when I was there. (EERT, Trumbull, 1988)

Thank God for the Trumbull Branch! (BMRT, Trumbull, 1989)

I received a wonderful education from KSU, not only through my classes but also by just being there with different types of individuals. I do feel more attention should be paid to stuffing, getting more people when they need it. I know the Financial Aid Office at the Trumbull Campus needed another person. Please take careful consideration to everyone asking for more help. They wouldn't ask if they didn't need it. (OMRT, Trumbull, 1988)

I was extremely happy at KSUTC. I learned a lot and especially appreciated the availability of upper division English and Psychology courses (and exceptional professors!) to give me more than an Associates Degree. (OMRT, Trumbull, 1987)

Registration and records have not processed my records well, neither has main campus. The advising at Trumbull Branch in Ind. Tech. was terrible. I had to continue to take more classes each semester I approached graduation. The two advisors did not know what they were doing. Some of the Tech. classes were useless, mostly due to instructor inability to teach. (IERT, Trumbull, 1988)

Very satisfied with the help and support I received from Mr. John Marino. Mr. Marino is an excellent professor and very much an asset to the university. (BMRT, Trumbull, 1988)

The KSU Regional Campuses provide quality education, but the atmosphere is like an extension of high school.
Most students just seem to drive to the branch, take their class, and then immediately go home after class. (AA Degree, Trumbull, 1988)

There were several times when I would have taken other courses in my major, but they were not available during that semester or when they were offered they were only at one time with a conflicting required class or job time. I would have liked to see more classes offered in special topics and carried when offered. Overall I believe I have received a good well-rounded education with advanced skills. A final note: I think the course programs need to be constantly evaluated and updated to the ever changing computer world.
(COMT, Trumbull, 1989)

TUSCARAWAS

The course work at KSU was not easy but with the help of the instructors during their office hours I was able to maintain an above average grade. KSU Tusc has many excellent instructors like Dr. Bichara, Dr. Jewell, and Mr. Monte and too many more to mention that are very dedicated people. I can not say enough good about KSU Tusc Campus.
(EERT, Tuscarawas, 1989)

KSU Tuscarawas has an engineering Technical Program of the highest quality. I only wish they had the last two years of an Equal quality. (MERT/IERT, Tuscarawas, 1989)

Choosing to attend the Tuscarawas Campus of Kent State University was one of the best decisions I have ever made. Because I attended the branch, I was able to meet two of my goals at once: to work part time while attending school full time, and to earn my associate degree in two years.
The courses I took at the Tuscampus were challenging and interesting to me. Each professor offered to assist students on an individual basis, and I felt as if most of the professors attempted to acquaint themselves personally with their students.
My advisor, Dr. Shirley Barton, was extremely helpful to me. Dr. Barton advised me in my scheduling and in my classes with her. In addition, she assisted in placing me in my current position as a legal secretary.
I hold much respect for the Tuscarawas campus. The branch is the perfect opportunity for one to receive an associate degree or the first year or more of a bachelor's degree at an affordable price. At the campus, the classes are exciting and challenging. The professors are enthusiastic, very knowledgeable in their content areas, yet approachable--always willing to help each student as much as possible. Without reservation, I would recommend the Tuscarawas Campus of Kent State University to anyone interested in a personal, quality education. (OMRT, Tuscarawas, 1988)

The Technology Department at Tusc. Campus seemed to me to be all PR and no substance. My liberal arts courses were very well taught, but I felt the technology courses were for the most part poorly taught. Some, I feel, were self-taught classes.
I also feel a formal placement service would be of benefit to your students. I graduated with a 3.8 average from Industrial Technology and could not find a job. If you happened to be in a class and the teacher happened to hear of a job, he would tell you about it and you could go apply.
I recommend to anyone who asks that they not go to a Kent State University Regional Campus to take a technological course. (IERT, Tuscarawas, 1987)

The well-kept apperence of the grounds and buildings at TusCampus is an important asset, as well as its rural location. The campus has a great atmosphere to it as compared to the University of Akron. (EERT, Tuscarawas, 1989)

I feel, I was very fortuante to have attended to K.S.U. Tusc. Branch. It opened my life to a new world and city I am very comfortable in. (BMRT, Tuscarawas)

Tuscampus AAB program is excellent. Major reason I left Kent was to transfer 70 hours to Malone to complete accelerated bachelor's program. Too many countians doing this. Kent needs to keep us in our county. How about offering accelerated Master's program to get us back? Ashland doesn't interest me. (BMRT, Tuscarawas, 1987)

-Greater focus on working students ("non-traditional") to include:
1. more schedule flexibility
2. financial assistance for academic performance
3. implementation of real coop programs

-Obtain more faculty from industry rather than from collegiate background alone.
(MERT/IERT, Tuscarawas, 1989)

I can appreciate the campus's concentration on associate TECH. studies. What happened to expanding the ART curriculum and dedicated facilities to the pursuit of studies in the arts. Not only has KSU Tusc. campus forgotten about THE ARTS but so has much of America. (MERT, Tuscarawas)

I greatly appreciated the KSU Regional Campus in Tuscarawas County for its easy accessibility and its wide range os majors that were offered. The teachers and other faculty were extremely helpful in expanding my educational experience. (EERT, Tuscarawas, 1987)

Appendix C Definition of Terms

academic and student support services-a group of activities and services provided by the KSU Regional Campuses to aid the success of their students within the college environment

alumni-persons receiving any associate degree offered by the KSU Regional Campuses during 1987, 1988, or 1989

associate degree-any AA, AAB, AAS, AS, or ATS degree offered by the KSU Regional Campuses during 1987, 1988, or 1989

Chi-Square Goodness-of-Fit Test-a statistical procedure undertaken in order to determine whether any significant difference exists between the characteristics of two groups

technical programs-any of the major area of study programs offered by the KSU Regional Campuses which lead upon their completion to the AAB, AAS, or ATS degrees

transfer student-any student transferring **from** another institution of higher education to the KSU Regional Campuses or **to** another institution of higher education from the KSU Regional Campuses

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